



Defending the Early Years

*Promoting a just, equitable, and quality
early childhood education for every young child.*

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National Consultant
DEY Treasurer





Working to support and nurture the rights and needs of young children



Greetings from

**The USA Affiliate of the International Play Association:
Promoting the Child's Right to Play**



www.ipausa.org

www.ipaworld.org





1989 United Nations Convention on the Rights of the Child

Defines basic needs of a *thriving child*

Article 31: Right to Play





Working to support 2011

**United States is the *only* country that
has not ratified the 1989
Convention on the Rights of the Child!**

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www.childrightscampaign.org





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Defending the Early Years

Seize the Opportunity for a New Paradigm for Early Childhood Education

- Based on the science of child development
 - Bronfenbrenner, Erikson, Maslow, Gesell, etc.
- Based on social justice
- Guarantees quality for all children
- Play must be the foundation



Defending the Early Years



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All Play Is Important

- Construction play/ wood working
- Creative play
- Manipulative play
- Sand and water
- Play with symbols
- Exploratory play
- Gross motor/active or Functional play
- Oral language play
- Music play
- Group/game with rules play
- Dramatic play
- Pretend/Make Believe

• Socio-dramatic play is the highest level of play



Executive Functioning Skills Develop during Mature Socio-Dramatic Play

- Focus
- Self-control
- Persistence/Engagement
- Perspective-taking
- Communication skills
- Making connections
- Critical thinking
- Problem Solving
- Creativity
- Flexibility
- Taking on challenges





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Dramatic/Pretend Play Can Be Therapeutic

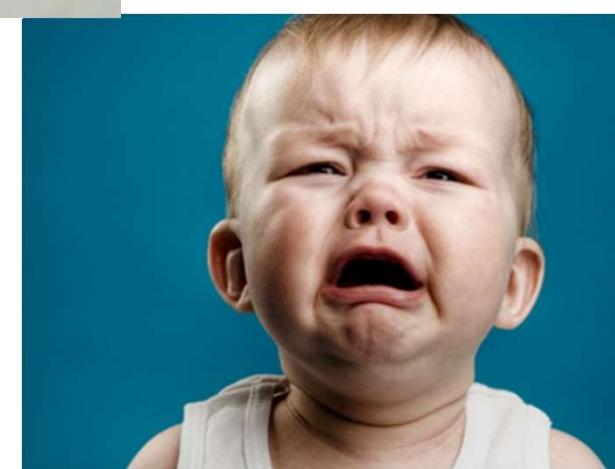
- Play in the Micro-sphere or Macro-sphere
- Play can be healing, cathartic
- Play is child's 1st language
- Play is how child learns about the world
- Play is the expression of the child's most inner thoughts and deepest emotions
- Play helps heal the trauma stored in the right side of brain
- The more the child plays, the deeper the feelings are—play same theme over and over



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Symptoms of Distressed Child

- Acting out
- Aggression
- Regression
- Clinginess
- Withdrawal

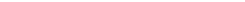
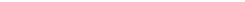
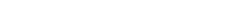
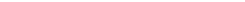
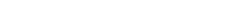
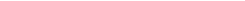
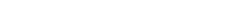
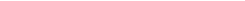
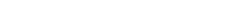
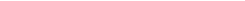
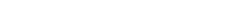
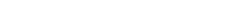
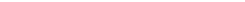
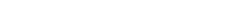
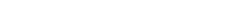
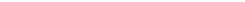
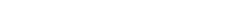
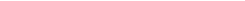
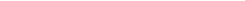
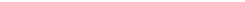
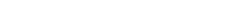
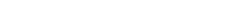
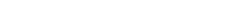
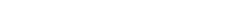
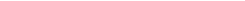
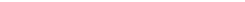
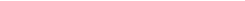
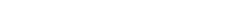
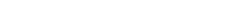
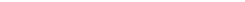
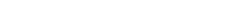
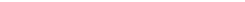
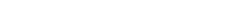
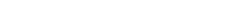
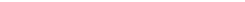
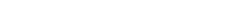
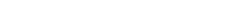
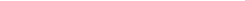
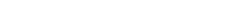
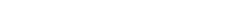
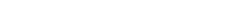
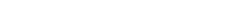
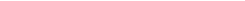
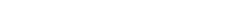
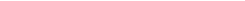
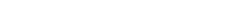
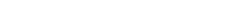
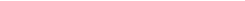
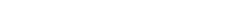
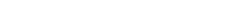
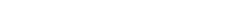
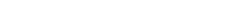
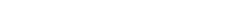
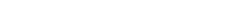
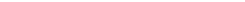
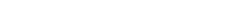
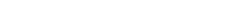
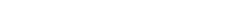
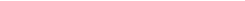
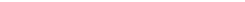
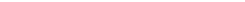
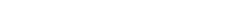
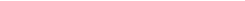
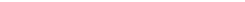
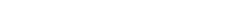
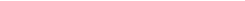
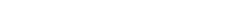
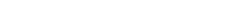
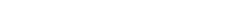
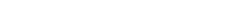
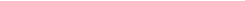
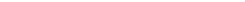
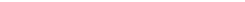
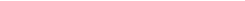
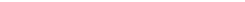
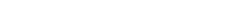
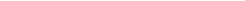
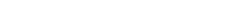
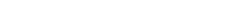
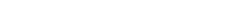
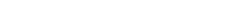
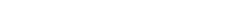
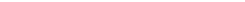
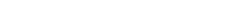
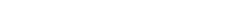
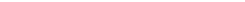
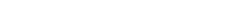
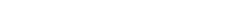
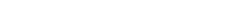
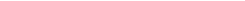
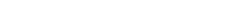
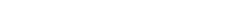
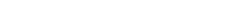
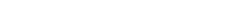
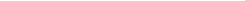
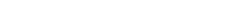
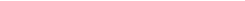
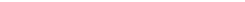
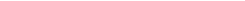
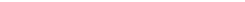
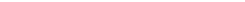
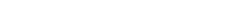
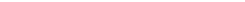
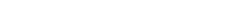
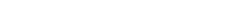
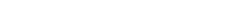
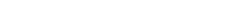
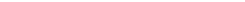
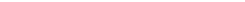
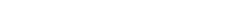
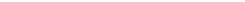
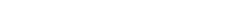
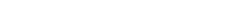
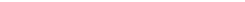
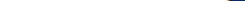
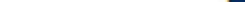




Working to support and nurture the rights and needs of young children

Field of Play Therapy

- Dibbs in Search of Self—Virginia Axline
1947
- Play Therapy
 - Promotes Self Regulation
 - Promotes Coping Skills
 - Skills Transfer to Other Relationships



- Allow a minimum 60 min. inside & 45 min. outside daily
- Play with child, take on a role



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Working to support and nurture the rights and needs of young children

Need Props

- Provide props
- Dramatic play items
- Junk; e.g., empty boxes, barrels, crates, cloth, tape, natural items, rocks, boards, leaves
- Loose parts
- Stuff





Working to support and nurture the rights and needs of young children

Advocate for a New Paradigm
Promotes unstructured play for learning and healing;
and plans and provides for playful, hands-on,
experiential learning activities based on
principles of child development!



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