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Workshops on Child Development, Play, and the Therapeutic Role of Play

dvd's of selected workshops available at www.FixedEarthFilms.com

Creating a Positive Environment for Teachers & Children

"Just Playing is Just Great!!" Developmentally Appropriate Principles for PreSchoolers

dvd this workshop available at www.FixedEarthFilms.com

**Play to Learn, Play to Grow, Play as Essential Play to Grow, Play as Essential
From Developmental Play Theory to Play Therapy**



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Creating a Positive Environment for Teachers & Children

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

The environment for learning comes best from an environment that is secure, warm, sensitive, and stable. The best academic environment for children's learning starts with emotional, social, and psychological health... and caring relationships. This training looks at how academic and social-emotional environments facilitate the successful development of children across all aspects of their lives.

I. What is a positive environment?

Taking roll..., More than quiet, more than harmony, more than w/o conflict, Teacher definitions

II. Individual and the Community

Time Out Theories... The Good, the Bad & the Worse!

Community

Safety

Growth (& Change)

III. The Keys to Building Powerful Children

FFFS... SS... SS... SF

IV. Power and Self-Esteem- Coopersmith & RIPS

V. Respect & Developmental Theory

Sequential, Progressive, Skip or Rush, Trauma, Abuse, Excessive Stress, Satiation

VI. The Twilight Zone

"Neat"

Paper on the Floor

The Spelling Test

Doing Your Own Therapy

Ghosts: Anger, Control, Shame, Blame, etc.

VII. CRISIS



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""JUST' PLAYING IS JUST GREAT!"" DEVELOPMENTALLY APPROPRIATE PRINCIPLES FOR PRESCHOOLERS

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

When “I can’t” turns into “I’m bad!”

Play to Learn-Play to Grow-Play as Essential-From Developmental Play Theory to Play Therapy

Focus is on helping adults understand how ignorance of developmentally appropriate practice, especially play needs with children leads to destruction of their self-esteem; and conversely, how this understanding can help adults create a nurturing esteem-building environment for children.

Developmental and psychological theory is made real, understandable, and applicable for pragmatic techniques that will foster your children's self-esteem.

Learning Objectives include:

- o Participants will learn about the relationship of self-esteem and developmentally appropriate practices.
- o Participants will learn about the role of play in healthy development.
- o Participants will learn about the four foundations of self-esteem.
- o Participants will learn the basic rules of developmental theories and how they affect ECE practice.

1. WHAT'S IMPORTANT ABOUT SELF-ESTEEM- abusers, victims, and survivors.

2. WHERE SELF-ESTEEM BEGINS and how is it gained and lost?

3. WHAT IS SELF-ESTEEM MADE UP OF?:

4. CONCEPT OF DEVELOPMENTAL APPROPRIATENESS

5. BASIC RULES OF DEVELOPMENTAL THEORIES

6. WHY CHILDREN PLAY

7. CONCEPT OF DEVELOPMENTAL APPROPRIATENESS



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8. DEVELOPMENT OF SYMBOLIC PLAY

9. PLAY ISSUES FOR SPECIFIC STAGES OF DEVELOPMENT

10. SETTING ENVIRONMENT

11. THE FOUNDATION: Seven fundamentals to building Self-Esteem in the Adult-Child System.

THE BUILDING: Seven guidelines to Building Self-Esteem in Children.

12. PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

13. IMPLICATIONS FOR PRACTICE AND INTERACTION

14. AINSWORTH'S PATTERNS OF ATTACHMENT THEORY

15. SELMAN'S FIVE STAGES OF ROLE TAKING

16. ERIK ERICKSON EIGHT AGES OF MAN

17. KOHLBERG'S SIX STAGES OF MORAL REASONING (THREE LEVELS)*

18. EGOCENTRISM IN ADOLESCENTS' THOUGHTS



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Play to Learn, Play to Grow, Play as Essential From Developmental Play Theory to Play Therapy

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

Focus is on helping adults understand how play is essential to child development and psychological health. Play as the child's therapeutic method to process anxiety and frightening experiences. Healthy play as distinguished from compulsive acting out play. Developmental theory including the development of symbolic play is made real, understandable, and applicable to your interactions with your children. Implications for activities and appropriate learning materials, and for setting the learning environment developmentally and therapeutically, including seven interest areas foci.

SUMMARY OF CONTENT:

1. WHY CHILDREN PLAY

Play to Learn & Grow: Exploration & Experimentation

Play to Process Oneself & the World: Assimilation, Mastery, Relatedness, Expression, Self-Esteem, Conflict, & Well Being

Play as Therapy & Play Therapy

2. CONCEPT OF DEVELOPMENTAL APPROPRIATENESS

Stages of Development- Example: Cognitive Development- Piaget

Sensorimotor (0-18/24 months); Preoperational (18/24 months-age 7); Concrete Operations (age 7-12); Formal Operations (12 to adult)

3. DEVELOPMENT OF SYMBOLIC PLAY

Stages of Symbolic Play: Pre-Pretense, Self-Pretend, Other Pretend, Other Substitution, Imaginary Objects & Beings, Active Agent, Sequence No-Story & Sequence Story, Planning

Adult Responses for Facilitating Development of Symbolic Play

4. SETTING ENVIRONMENT

Environmentally Based Learning

Indoor Space & Outdoor Space

Roles & Schedules

5. PLAY ISSUES FOR SPECIFIC STAGES OF DEVELOPMENT

Infant & Toddler Play; Early Childhood Play; Middle Childhood Play

Adolescent Play (Oh my!) & Adult Play(?)