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Play Based Activities for Phonological Development

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To set your frame of mind, ponder these words from White (1980)

"A child is not a computer that either 'knows' or 'does not know.' A child is a bumpy, blippy, excitable, fatigueable, distractible, active, friendly, mulish, semi-cooperative bundle of biology. Some factors help a moving child pull together coherent address to a problem; others hinder that pulling together and make a child 'not know.'"

There are a plethora of choices for helping a child come to "know"

- These methods of teaching range from very structured to unstructured. All levels have their place in the process of changing a child's phonological skills and speaking behaviors.
- Most of the children with these phonological delays will be young children with limited experience with the protocols of traditional school methods.
- They arrive in our clinics and schools with various levels of socialization and a diversity of home experiences.

Games and Play: Operational Definitions

- Play is a broad range of activities which includes interaction with people, objects, or ideas, and is pleasurable and engaging; learning usually takes place.
- Games are a subset of play.
- Serious play (Reiber et al., 1998) "…is a special kind of intense learning experience in which both adults and children voluntarily devote enormous amounts of time, energy, and commitment and at the same time derive great enjoyment from the experience."
- "Serious play is characterized by intense motivation coupled by goal directed behavior."

Common Reasons for Using Games or Play Activities

- Social interaction
- Generalization
- Language-rich activities
- Higher-level cognition
- High interest
- Portability

- Motivation and learning should be considered together from the start.

Play Provides a Vehicle for Learning

- Turn taking
- Following rules
- Problem solving/reasoning
- Creativity/imagination
- Self-expression
- Group goals and winning/losing

Phonological Remediation

Our bias is the use of the Cycles Phonological Remediation Approach

Underlying concepts for Cycles Phonological Remediation Approach

1. Phonological acquisition is a gradual process.
2. Children with normal hearing typically acquire the adult sound system primarily by listening.
3. Children associate kinesthetic and auditory sensations as they acquire new patterns, enabling later self-monitoring.
4. Phonetic environment can facilitate (or inhibit) correct sound productions.
5. Children are actively involved in their phonological acquisition.
6. Children tend to generalize new speech production skills to other targets.
7. An optimal "match" facilitates a child's learning.

The Cycles Approach to Phonological Remediation provides a wonderful format for including play activities within the typical session.

Sample lesson plan:

- ❖Probe last session's targets
- ❖Probe current target
- ❖Read list of target words to provide auditory bombardment
- ❖Read a short children's book for further auditory bombardment and early literacy introduction
- ❖Introduce the target words and have children draw each one on a card
- ❖Provide an activity for stimulation and practice of target words (perfect opportunity for a play activity)
- ❖Provide additional auditory bombardment of target words and send the child's drawn cards home for practice with family

Considerations for Child Potential

- ► The ultimate goal for all children is natural adult-like production of sounds and the language skills to support other learning. It also includes the ability to use these skills in new, unfamiliar environments as part of the child's personal social and learning abilities.
- ► Instead of focusing on psychopathology and what goes wrong with people, Maslow (1970) formulated a more positive account of human behavior which focused on what goes right. He was interested in human potential, and how we fulfill that potential.
- ► As each person is unique, the motivation for self-actualization leads people in different directions (Kenrick et al., 2010). For some people, self-actualization can be achieved through creating works of art or literature; for others through sport, in the classroom, or within a corporate setting.

We are happy with learning and communicating well!

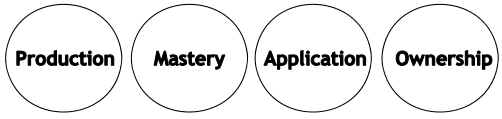
Maslow's Hierarchy, expanded version (1970)

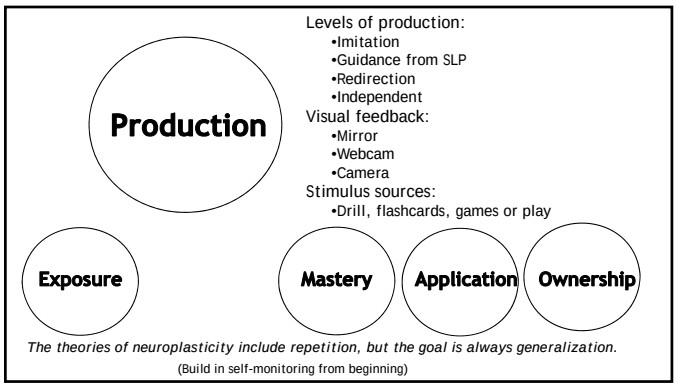
1. Biological and Physiological
2. Safety
3. Love and belongingness
4. Esteem
5. Cognitive
6. Aesthetic
7. Self-Actualization
8. Transcendence

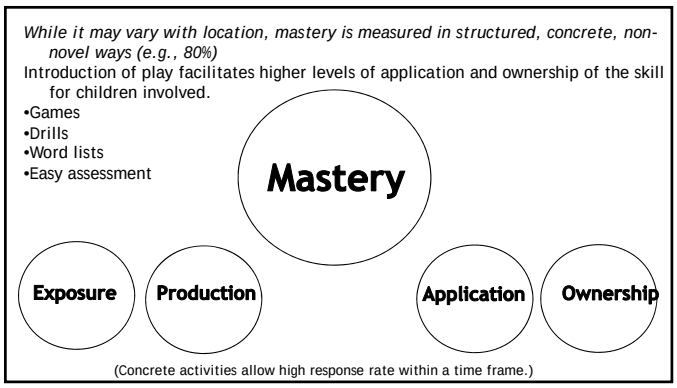
Considering Maslow's hierarchy, Willard and Cuda suggest these levels of learning to describe a student's progress from awareness to independent production of error phonemes.

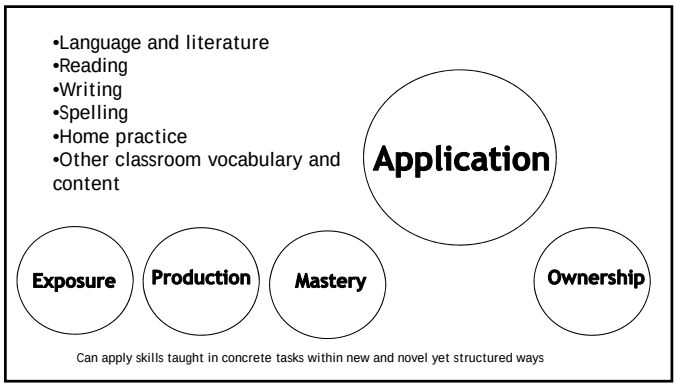
Exposure

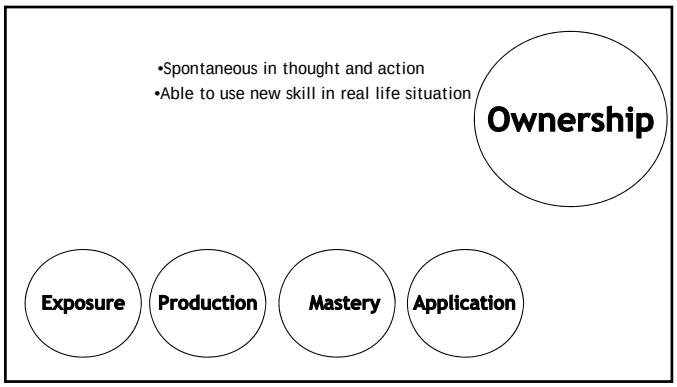
Listening for target
Auditory bombardment (listening to SLP or other students)
Language/literature
Vocabulary building
Minimal pairs
Auditory discrimination tasks
TV, Youtube, video clips references
Sound-symbol relationships
Print awareness
Awareness of how sound is made




Production
Levels of production:
•Imitation
•Guidance from SLP
•Redirection
•Independent
Visual feedback:
•Mirror
•Webcam
•Camera
Stimulus sources:
•Drill, flashcards, games or play
Exposure
Mastery
Application
Ownership
The theories of neuroplasticity include repetition, but the goal is always generalization.
(Build in self-monitoring from beginning)


While it may vary with location, mastery is measured in structured, concrete, non-novel ways (e.g., 80%)
Introduction of play facilitates higher levels of application and ownership of the skill for children involved.
•Games
•Drills
•Word lists
•Easy assessment
Mastery
Exposure
Production
Application
Ownership
(Concrete activities allow high response rate within a time frame.)


•Language and literature
•Reading
•Writing
•Spelling
•Home practice
•Other classroom vocabulary and content
Application
Exposure
Production
Mastery
Ownership
Can apply skills taught in concrete tasks within new and novel yet structured ways



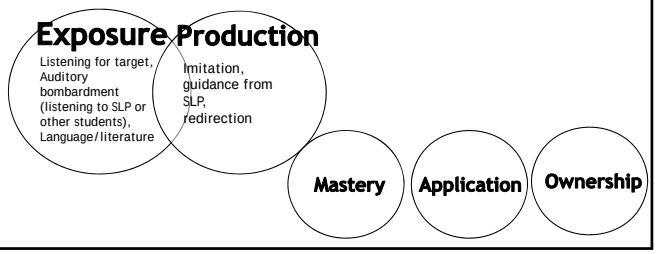
Groups of students: The reality of most schools

Varying levels of skill: The reality of most groups of children

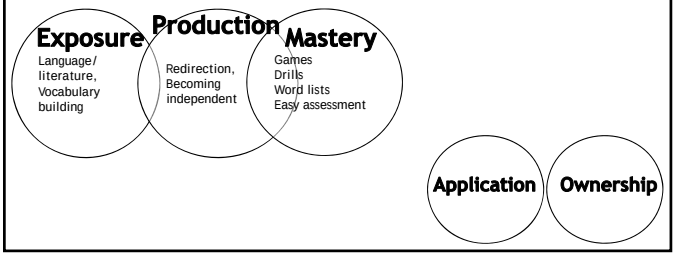
Example: Group of 3 students
All are 4 yrs old, unintelligible, and simplify the /s/ cluster pattern as part of their errors

- Student "A": New student to program, 2 weeks with group.
- Student "B": Has been in program for 2 months, beginning to self-monitor, making progress.
- Student "C": Has been in program for several months, approaching mastery, still demonstrates some language delays.

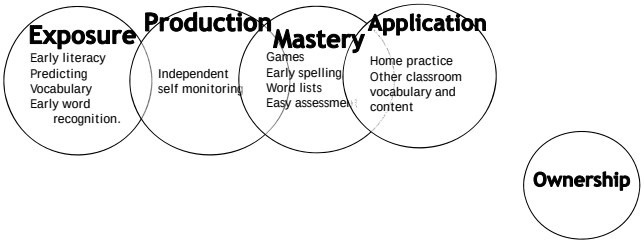
Student "A"
new student, severe phonology, mildly stimulable to target /s/ clusters



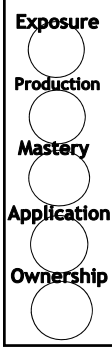
Student "B"
in program for two months, approaching mastery of the target group /s/ clusters



Student "C"
In program 6 mo., moving into application



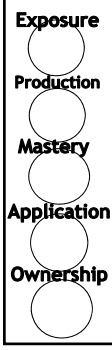
Activity: *Where's Spot?,* by Eric Hill



Student "A"	Student "B"	Student "C"
Print awareness Exposure to story grammar		**receive +**
	Will produce target word during story with redirection from SLP.	All that student "B" receives.

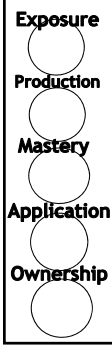
RC1

Activity: I spy



Student "A"	Student "B"	Student "C"
Initial /sp/ vocabulary		**receive +**
Produce target words in imitation and using tactile cues.	Will produce target word during activity with redirection from SLP.	Will produce target word with beginning self-monitoring.

Activity: Spin

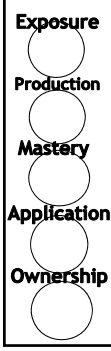


Student "A"	Student "B"	Student "C"

Slide 29

RC1 Rae Cuda, 9/21/2014

Activity: Spoon



Student "A"	Student "B"	Student "C"

What about the other games and activities you already use?

Checklist for Games/Activities

Cuda and Willard

- Natural Language – rich environment
- Social goals
- Ownership by students – help in planning, preparation, creation
- Curriculum based
- High response rate
- Generalization to other environments – portability
- Easily incorporates more than one target objective for each student and between students
- Multi-tasking – sequential skills, memory, prediction, etc.
- Higher level cognition – Maslow's
- Other – incorporates holidays, classroom activities, literature, teachers' names, fine or gross motor components.

Conclusion

"Play is an essential part of the learning process throughout life and should not be neglected. We feel that instructional design will benefit from recognizing this fact. Play that is serious and focused within a learning environment can help learners construct a more personalized and reflective understanding. As educators our challenge is to implicate motivation into learning through play and to recognize that play has an important cognitive role in learning."

"Play and imitation are natural learning strategies at which children are experts. Having children play games to learn is simply asking them to do what comes naturally."

Rieber (1996)

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