

Translating Research for Practice

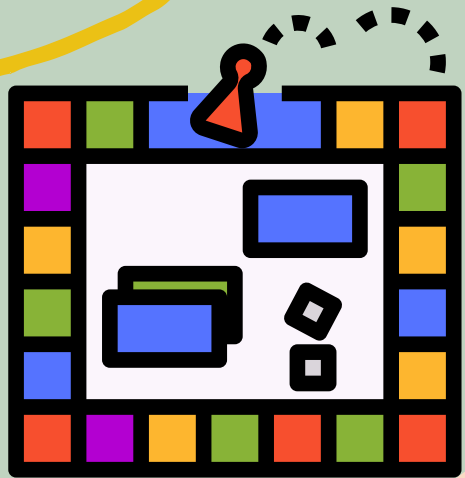
Teaching Board Game Play to Young Children with Disabilities

Trimlett, G., Barton, E. E., Baum, C.,
Robinson, G., Schulte, L., & Todt, M.



Barton Lab VU
Contact: bartonlabvu@gmail.com

Overview



What is the purpose?

To teach children to play board games with each other and talk about them to each other.

Who received instruction?

Four preschool children with disabilities and six of their friends who did not have identified disabilities.



Where did teaching take place?

Sessions occurred during typical classroom activities at a university-based, inclusive classroom.



Game Play Behavior and Social Communication

What is Game Play Behavior?

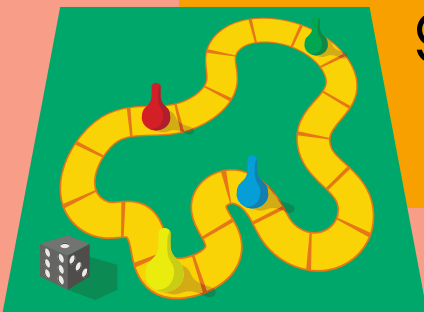
Correct completion of an individual step of the board game within a turn.

What is Social Communication?

Any vocal behavior related to the board game (i.e., commenting, responding, prompting) paired with gestures of social engagement and attention to board game.

System of Least Prompts (SLP)

SLP was used to promote appropriate board game play. Prompting levels included two gestural, verbal, **or** model prompts, and assistance to complete the task).



Key Findings

All children continued to play the board game with each other when tokens were systematically removed.

Tokens were added to encourage completion of steps in the board games.



When SLP and tokens were implemented, children's game play behaviors increased.

Take Aways

With systematic support, children with disabilities engage in higher levels of game play behaviors. Board game play provides opportunities to strengthen friendships and support the social-emotional development of all children.

WHAT CAN YOU DO WITH THIS INFO?

- Practice playing cooperative games that don't result in a winner or loser.
- Make changes to when, how, and what children earn when they play appropriately. Revisit rewards often.
- PRACTICE and remind children of the rules for games often. Consider creating a visual illustration of game rules.
- Adapt game rules, pieces, and steps as needed based on children's development and needs.

Citation

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