

Family Tree Therapies Intern Project

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3-6 months

Old MacDonald: Touch and Play Hand Puppet Board Book (or any finger/hand puppets)

- What is the toy company's goal for this toy?
 - *Developmental book built into finger puppets - great for parent/child interaction with animals*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Engaging in play with others, eye contact*
 - Semantics (vocab used)
 - *Animals and sounds*
 - Syntax/Grammar (if appropriate)
 - Cognitive/problem solving skills
- What are the various ways you can use/adapt the game/toy?
 - *Sing the Old MacDonald song with your child*
 - *Use the finger puppets to elicit circles of communication*
 - *Read/make up a story with animals*

Baby Farm Friend Bowling

- What is the toy company's goal for this toy?
 - *Interactive game that teaches numbers and animal names.*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Engaging in play with others, tracking objects*
 - Semantics (vocab used)
 - *Colors*
 - *Numbers*
 - *Animal names and sounds*
 - Syntax/Grammar (if appropriate)
 - Cognitive/problem solving skills
 - *Counting*
 - *Attempting to knock all of the pins over and picking them up when they fall.*
- What are the various ways you can use/adapt the game/toy?
 - *Sing Old McDonald while playing the game to learn animal names and sounds.*
 - *Use the ball to roll to one another or play catch.*

<http://www.walmart.com/ip/Earlyyears-Baby-Farm-Friend-Bowling/13996436>

6-12 months

Stacking/Nesting Toys

- What is the toy company's goal for this toy?
 - *Providing infants and toddlers with colorful, engaging manipulatives to encourage motor skill and language development.*

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- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Encourage the child to participate in joint attention by building together and encourage communication by giving the child the chance to request the next piece through pointing or vocal utterances.*
 - Semantics (vocab used)
 - *Preposition concepts of in/out as they nest the different sized cups, as well as on, under, next to, in front, behind, top, bottom, on, off, and between as they stack and build with them*
 - *Color, shape, size concepts (big, bigger, biggest, etc)*
 - *Concepts of full/empty by filling some cups with other things like rice, beans, other toys, etc.*
 - *Counting skills*
 - Syntax/Grammar (if appropriate)
 - Cognitive/problem solving skills
 - *Figuring out which cups stack on others best, or nest within others best*
 - *Cause and effect relationships*
- What are the various ways you can use/adapt the game/toy?
 - *This toy is probably best for children up to two years old. For infants and toddlers, simply stacking or nesting toys while incorporating language into parallel play can be effective. For toddlers, pictures of animals/letters can be placed on the cups so that vocabulary words can be practiced.*

<http://www.melissaanddoug.com/alphabet-nesting-and-stacking-blocks>

Shape Sorters

- What is the toy company's goal for this toy?
 - *Teaching shapes, colors and basic problems solving*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Turn taking skills*
 - Semantics (vocab used)
 - *Shape concepts*
 - *Colors*
 - *Full and empty*
 - *Counting skills*
 - *Preposition concepts of in, out, through*
 - Syntax/Grammar (if appropriate)
 - *Parallel talk, expansions, extensions, and repetitions of the child's utterances*
 - Cognitive/problem solving skills
 - *Problem solving skills-which shape fits in which hole*
- What are the various ways you can use/adapt the game/toy?
 - *This toy is going to be useful for younger children but there are various levels of play and language development that can be elicited. The clinician can simply allow the child to pick up pieces and put them in freely, while using parallel talk, expansions, and extensions; the clinician could also hold the blocks and require the child to request each block through pointing or verbal utterances.*

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12-24 months

Hello Sunshine

- What is the toy company's goal for this toy?
 - *Teaches locative concepts in an engaging way*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Interactive game and encourages engaging with others to find the "sunshine" together*
 - Semantics (vocab used)
 - *Heavily elicits locative concepts*
 - *Can describe where "sunshine" is to other players*
 - Syntax/Grammar (if appropriate)
 - *Can work on expanding utterances to tell where "sunshine" is (e.g. "sunshine is under the chair")*
 - Cognitive/problem solving skills
 - *Hide-and-seek is a good way to help develop object permanence*
- What are the various ways you can use/adapt the game/toy?
 - *You could use it for slightly older kids and have them describe where they put "sunshine"*

<http://www.walmart.com/ip/ThinkFun-Hello-Sunshine-Game/26765830>

Alphabet Nesting and Stacking Blocks

- What is the toy company's goal for this toy?
 - *Fine motor skills for stacking, identifying letters and animals*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Can be interactive when done with another individual (caregiver, sibling, friend) - you can take turns stacking and knocking down, naming animals, making sounds*
 - Semantics (vocab used)
 - *Animals and sounds*
 - *Can elicit other vocabulary surrounding animals (where they live, colors, etc.)*
 - *Prepositions such as in, on, off*
 - Syntax/Grammar (if appropriate)
 - Cognitive/problem solving skills
- What are the various ways you can use/adapt the game/toy?
 - *You can stack, knock down, talk about the animals*
 - *You can incorporate other objects by placing things inside or on top to elicit prepositions*

24-36 months

Baby Dolls

- What is the toy company's goal for this toy?

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- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Take turns playing with different dolls. Practice using language to ask questions and to ask questions about what the dolls are doing*
 - Semantics (vocab used)
 - *Body parts*
 - *Clothing*
 - *Color and size concepts*
 - *Verbs/feelings: Use the baby with some other baby toys (bed, bottle, clothes) to teach verbs/feelings/etc. like: eat, drink, sleep, sit, stand, hungry, sleepy, thirsty, etc.*
 - Syntax/Grammar (if appropriate)
 - *Prepositions such as “baby in the bed” “baby under the blanket”*
 - *Comparatives and superlatives (ex. “this baby is bigger than that baby)*
 - *Answering “wh” questions: “Where is baby?” “Where is baby’s nose/fingers/belly?” “What does the baby want to eat?” “Why is the baby crying?”*
 - Cognitive/problem solving skills
 - *Include basic functional problem solving in play by creating pretend scenarios and asking the child for help. For example, “Oh no, the baby is hungry/thirsty/dirty. What should we do?” “These clothes don’t fit the baby. What should we do?”*
- What are the various ways you can use/adapt the game/toy?
 - *This toy can be used for both boy and girl toddlers to build language. Younger children can dress, feed, and bathe the doll while the clinician comments on their play and encourages joint attention within the activity. Older children can be asked questions, presented with problems to be solved, and encouraged to be flexible in play.*

Dollhouse

- What is the toy company's goal for this toy?
 - *Interactive and engaging play*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Joint attention (younger children)*
 - *Eye contact, topic initiation, topic maintenance, topic closure, personal space, sharing, asking and answering questions (older children)*
 - Semantics (vocab used)
 - *House items*
 - *Family members*
 - *Pets*
 - *Counting*
 - *Shapes (i.e. shapes of windows, doors, furniture, etc.)*
 - *Size concepts*
 - *Verbs: eat, drink, sit, stand, run, walk, go up, come down, sleep, etc.*
 - *Part/Whole relationships (e.g. pick one room and talk about its parts, pick our different furniture and talk about the parts and the whole)*
 - Syntax/Grammar (if appropriate)

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- *Prepositions like in, out, on, off, through, next to*
- *Comparatives and superlatives (big, bigger, biggest; small smaller, smallest)*
- *Answering “wh” questions: “Who is this” “Where is the mommy doll?” “Why is the dad sleeping?”*
- Cognitive/problem solving skills
 - *Following/giving directions (older children): take turns giving each other directions on what the dolls should do. Incorporate the concepts and vocabulary you are targeting (i.e. “Put the doll in the big bed” or “I think the doll is hungry. Put the doll in the chair for dinner time.”*
- What are the various ways you can use/adapt the game/toy?
 - *The various ways to adapt the toy for older children are mentioned above.*

3-4 years

The sneaky, snacky squirrel game

- What is the toy company's goal for this toy?
 - *Helps develop “matching, sorting, strategic thinking, hand-eye coordination, fine motor skills, and pre-handwriting skills”*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Turn taking*
 - *One feature of the game allows you to steal acorns from other players and can help children learn to be a good sport in games*
 - Semantics (vocab used)
 - *Colors, counting, animals*
 - *Could use theme of squirrels to expand upon and elicit discussion of seasons and related words*
 - Syntax/Grammar (if appropriate)
 - Cognitive/problem solving skills
 - *Helps develop strategic thinking skills*
- What are the various ways you can use/adapt the game/toy?
 - *You can use this game within articulation drill – practicing sounds before each turn*
 - *You can use this game to talk about seasons, animals and what they may do for survival*

https://www.fatbraintoy.com/toy_companies/educational_insights/the_sneaky_snacky_squirrel_game.cfm

Candy Land

- What is the toy company's goal for this toy?
 - *Imaginative color matching game to race to the finish line.*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Turn taking*
 - Semantics (vocab used)
 - *Colors*
 - *Numbers*
 - *Location directions (e.g. up, next to, near, down, etc.)*

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- Syntax/Grammar (if appropriate)
- Cognitive/problem solving skills
 - *Matching and counting*
- What are the various ways you can use/adapt the game/toy?
 - *Each color could represent a word the child has to practice for articulation*
 - *Each color could represent a wh-question the child must answer*

4-6 years

Where is it?

- What is the toy company's goal for this toy?
 - *Fun way to learn prepositions*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Interaction with peers, turn taking*
 - Semantics (vocab used)
 - *Location directions (e.g. behind, in front, between, near, far, etc.)*
 - Syntax/Grammar (if appropriate)
 - Cognitive/problem solving skills
 - *It is at matching game*
- What are the various ways you can use/adapt the game/toy?
 - *Since there are many pictures of a dog in various places, you can use it to create and tell a story*
 - *Can elicit conversation about the various locations, why animals would be in those places, where else they may go, etc.*

http://www.amazon.com/gp/product/B000IDSHAY/ref=as_li_ss_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=B000IDSHAY&linkCode=as2&tag=plawitwor365-20

What's in Ned's Head

- What is the toy company's goal for this toy?
 - *Wacky, fun game to keep kids giggling; great sensory game*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Turn taking, joint attention to the wacky objects*
 - Semantics (vocab used)
 - *Expanding vocabulary*
 - *Great for describing objects*
 - Syntax/Grammar (if appropriate)
 - Cognitive/problem solving skills
 - *Deductive reasoning (using hands to describe and figure out what the object is)*
- What are the various ways you can use/adapt the game/toy?
 - *Can add some of your own objects*
 - *Can describe and object and look for that particular one or can put your hand in, grab and object and describe what you feel*
 - *First describe with your hands, then your eyes*

https://www.fatbraintoy.com/toy_companies/fundex_games/whats_in_neds_head.cfm

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6-8 years

Fish Stix

- What is the toy company's goal for this toy?
 - *A visual strategy game that promotes turn taking and matching skills*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Promotes conversation with other players*
 - *Turn taking skills*
 - Semantics (vocab used)
 - *Colors*
 - *Directions (right, left)*
 - *Numbers*
 - Syntax/Grammar (if appropriate)
 - Cognitive/problem solving skills
 - *Matching strategy game*
- What are the various ways you can use/adapt the game/toy?
 - *Increase the difficulty level by having the players match 2+ fish on each stick*
 - *Have players say a sentence about each fish they are matching*
 - *To decrease difficulty have players match colors or fish only*

Zingo (also available in Spanish)

- What is the toy company's goal for this toy?
 - *To facilitate the teaching of image/word recognition, matching, verbalization, concentration, memory and motor skills*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Encourages turn taking, waiting for the leader to reveal the cards, and working out who called out the card first and who gets to put it on their board.*
 - Semantics (vocab used)
 - *Recognizing various common images on the board and the cards and then being able to say the vocab word before they can take the card*
 - Syntax/Grammar (if appropriate)
 - *Practice putting words into full sentences (ex. pausing the game and asking "What ones do you need?" "I need a foot, a clock, and a dog.")*
 - Cognitive/problem solving skills
 - *Matching, concentration, and memory skills*
- What are the various ways you can use/adapt the game/toy?
 - *You can play a variation of Zingo with almost any child, ages two and up. For younger children you can reveal the chips and elicit the vocabulary words, then assist them in finding the match on the card. For older children, it can be made more competitive with two players so that the speed of identifying the match is a factor. You could make it even more difficult by requiring the player to say a sentence about the card before they are able to grab it.*

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8-10 years

Scrabble Slam

- What is the toy company's goal for this toy?
 - *This game promotes reading and spelling skills while engaging in conversation and turn taking.*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Promotes turn taking skills*
 - Semantics (vocab used)
 - *Expanding vocabulary*
 - *Rhyming*
 - *Discuss Synonyms and Antonyms*
 - Syntax/Grammar (if appropriate)
 - *Practice putting words in sentences*
 - Cognitive/problem solving skills
 - *Abstract thinking*
- What are the various ways you can use/adapt the game/toy?
 - *Can practice rhyming words*
 - *Can make longer than 4 letter words*
 - *Can put words in phrase, sentences, or narratives*
 - *Can use for articulation drill with specific phonemes*

Buzz Blast

- What is the toy company's goal for this toy?
 - *This game gets conversation moving promoting taking turns while trying four exciting challenges (spotting differences, answering tricky questions, silly sentences, tongue twisters)*
- What language can be elicited? Specially, the areas of language
 - Social communication/Pragmatic skills
 - *Promotes turn taking, conversational exchange with peers, developing follow-up questions to ask peers*
 - Semantics (vocab used)
 - *Similarities/differences*
 - *Categories*
 - Syntax/Grammar (if appropriate)
 - *Creating sentences that fit a given topic*
 - Cognitive/problem solving skills
 - *Abstract thinking*
- What are the various ways you can use/adapt the game/toy?
 - *This can be played as a "quick thinking" game or at any pace to promote conversation*
 - *Can be used in later stages of carryover for articulation therapy*

This is a good website that has a list of lots of games that I thought was nice to reference!

<http://www.playingwithwords365.com/2013/12/15-best-games-for-speech-language-social-skills-development/>