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“Teaching Room/Learning Express” Game References

Activities to encourage language and social interactions:

- The games and age ranges are suggestions. There are many more great games/activities at the Learning Express. Feel free to ask me how to use other games.
- Each child is different, so what is appropriate will vary according to the needs, the levels, and interests of the child.
- The items that I selected are to help with helping your child to do more---
 - SPEAKING - requesting, specifying help, directing the action of others, commenting
 - LISTENING - following directions
 - SOCIAL INTERACTIONS - using eyes , brain, and body to think about others and include others in their play
 - PROBLEM SOLVING, THINKING, PREDICTING, GUESSING - all important skills in life
 - **MOST IMPORTANT - TO HAVE FUN AND JOYFUL COMMUNICATION**
- What is expected from your child depends upon their age and what their speech/language/social levels are.
- I am happy to speak to you about your individual child.

❖ **Beanie Babies/Stuffed Animals (Preschool-Elementary)**

- Explain the name and why (i.e. Purple Monkey’s name is “Grapes.”- Why is that a good name?)
- Make up your own names (i.e. “Swinging” because monkeys swing in trees.)
- Great for reasoning, creative/flexible thinking, answering “why”

❖ **Different color bubbles containers, wands, bubble machines (Preschool)**

- Requesting (Can I have the blue bubbles? Can I have the red bubbles?).
- Sometimes give the child the “wrong” color so that he will reject your response and use more language (i.e. “No, I don’t want red. I want green.”)

- Bubble machines are great for **verbs** like “open bubble juice, pour, push, pop, stop, turn on, turn off, blow” and **concepts** like “a lot, a few, a little, big.”
- Color identification
- Pointing to the one that your child wants (pointing is a very important skill)
- Laughing and have fun

❖ **Dot-to-Dot Workbooks (Preschool-Elementary)**

- Take turns doing 1-2, 2-3, 3-4, etc.,
- Waiting your turn - my turn/your turn
- Focus
- Guessing what it will be when it is finished and why, predictions

❖ **Hang Man (Elementary School-High School)**

- Guessing, what make sense
- Taking turns
- Work as a team to get the answer

❖ **How Tall Am I- Jax, Ltd. (Preschool-Elementary)**

- Body parts
- Thinking with your eyes - to get the biggest pieces to make the tallest character
- Concepts - “big, bigger, biggest, small, little, tall, short, shorter, shortest”

❖ **I Can Draw Books (Elementary-Middle School)**

- great step-by-step, sequencing, describing
- takes turns each one doing a step

❖ **Kids on Stage- University Games (Elementary)**

- Charades - that can be Middle School/High School
- great nonverbal game - thinking nonverbal ways to act
- Good for keeping your “eyes” in the group
- Be willing to guess and take a risk
- If the person isn’t guessing it, you need to be flexible and act it another way.

❖ **Legos (Preschool-HS)**

- Give each other directions.
- Follow the directions on the paper and change it (to be flexible)
- You purposefully put the Lego in the “wrong” place and your child will correct you.

❖ **Magnet Build a Car/Constructables (Preschool-Elementary)**

- For those guys that love vehicles
- Make the cars into different ways - flexible thinking

❖ **Marble game (Preschool-Elementary)**

- Requesting
- Building together.
- Put the marbles in a container that your child can't open. He needs to request (i.e. "Open the bottle.").
- When he asks for marbles, you can work on concepts such as colors (Can I have the red marble) and "a lot, a few" (putting in one of your hand a lot of marbles and in the other hand just a few - and have your child see and request).
- Buy some BIG marbles that won't fit in to get phrases like, "It's too big," or, "It doesn't fit." You can also do turn-taking here - "my turn/your turn."

❖ **Magic (Elementary-High School)**

- Organize materials, sequencing
- Know what to say/not to say
- Guess/know/predict

❖ **Markers/Crayons (Preschool-Elementary)**

- Have both red crayon/marker and blue crayon/marker, etc. Child needs to specify, "Can I have the red marker?" (It's not enough to say, "Can I have red?")
- Ask what color he/she thinks you should use.
- Ask for a color then when they are about to get it for you, change your mind. We want flexibility.

❖ **Murder Mystery Mansion (Middle School/High School)**

- Like "Clue"- great game
- Organize, knowing how to hide your papers from the other players
- Know what to say/not to say

❖ **Pop Up Pirate- Tomy (Preschool/Elementary)**

- Requesting a color sword
- Sometimes give your child the "wrong" sword for him to use his language (i.e. "No, I don't want red. I want blue.")
- Predict if you think that the Pirate will jump on your turn
- Talk about Pirates, why does he have a patch, etc.

❖ **Puzzle- Any kind whether interlocking or non-interlocking (Preschool-Middle School)**

- Put 2-3 pieces out far apart. Look at one piece. Can you child track your eye gaze and find the one you are looking at? You can use an empty paper towel roll and use it like a periscope if your child has trouble figuring out what you are looking out. The idea is to get the child to understand what you are looking at is what you are thinking about. When you are thinking/looking at the same thing, that is the beginning of conversation.
- Put several pieces on a paper towel. You and your child walk across the room (with a table on the other side) each holding one end of the paper towel. You have to work together and walk carefully so the pieces don't drop or the paper towel doesn't rip and everyone's eyes need to

be on the pieces. That's working as a team! Then put those pieces together on the table and go back as a team for more. If pieces drop along the way, you have to go back and do it again.

❖ **Rory Story Cubes (Elementary-High School)**

- Create silly, funny stories together
- Taking turns and needing to accept the idea of another because it is their turn (even if you think it should be something else)
- Flexible thinking
- It has to link up to the sentence before it.

❖ **Set (Upper Elementary-HS)**

- Great for thinking and problems solving
- Solving a problem in more than one way
- Great for flexibility
- Acknowledge or reject what the other person made as a "set" (saying it appropriately)

❖ **Suspend Jr. (Elementary-High School)**

- Predict if it will fall
- Make a suggestion to the other person to help to show that you are thinking about them
- Work as a team to "beat the game"- can you get all the sticks on as a team and beat the game instead of each other

❖ **What's Gnu (Upper Elementary-High School)**

- Funny
- Looking at the "word" in more than one way
- Debating if it's a real word

❖ **Wind up toys (Preschool-Elementary)**

- Get lots. They're fun.
- Great for requesting, asking for help, and being specific with what kind of help (i.e. "Turn monkey on.").
- Predict which wind-up toy will stop first
- Also, "Ready, set, ____."

Look for us on.... www.bendyourbrain.com

We work with individuals with speech/language/ communication difficulties and social groups from 2 years of age through young adults.