

Walk the Dogs



- What They'll Learn:*
- Counting & Early Multiplication
 - Risk & Reward

Ages 8 and up
2 – 5 Players
30 Minutes
Item SF005

Autism Special Needs

Potential Characteristic of Child	Is This Game Appropriate for Child with Characteristic?	Can Child with Characteristic Play Game w/o Modification?	Strategies for Developing Compensatory Skills
Appears to ignore others' communication and/or has difficulty giving eye contact to a communication partner	Y	Y	<ul style="list-style-type: none"> ➤ Sit at an angle to the child, so direct eye contact is not needed. ➤ Look at the game instead of each other. ➤ Person talking holds the object being talked about near their mouth to bring the child's attention to the object. This also shows the child how the words about the object are produced. For example, hold the picture on a game card up by the mouth, and say the action the card implies. ➤ Rather than speak, sing communication between turns or when giving short directions. Music attracts the child's attention and interest. ➤ Use unusual or exaggerated inflection to begin a communication about the game. This attracts the child's attention.
Has difficulty understanding complex verbal directions	Y	Y	<ul style="list-style-type: none"> ➤ Break down directions into small steps. Don't go through all the directions at once. ➤ Combine short verbal instructions with visual and physical examples of each step. ➤ Check for comprehension by asking the child to show you what to do next.
Uses vocabulary inaccurately or demonstrates echolalia (repeating another's speech)	Y	Y	<ul style="list-style-type: none"> ➤ Children with autism may perseverate on a specific word. Change their "topic" by holding up a card and asking what the picture is on the card. ➤ Respond to immediate echolalia (repeating what was just said) by rephrasing the child's response into a correct format, so the child can hear and repeat that phrase. For example, assume you are playing with a child named Andy and you say, "Your turn," and Andy repeats, "Your turn." You can say, "It's Andy's turn. You say, my turn." This allows the child to hear and repeat the correct response. Eventually, the child will pick up the pattern of response. ➤ Delayed echolalia (repetition of previously heard comments) may have a hidden meaning or association. Look for connection in the phrase used to the current situation. For example, the child says, "After these messages we'll be right back!" Think what the repeated phrase is associated with for the child. Try to interpret what is meant and rephrase it for the child. For example, you might respond by saying, "It sounds like you want a break for a few minutes. Is that what you mean? You can tell me, 'I need a break.'"
Gets stuck repeating a verbal topic or physical actions and/or has difficulty attending to others' actions or topic.	Y	Y	<ul style="list-style-type: none"> ➤ Incorporate a preferred topic into the game to increase motivation. For example, if the child is fixated on a particular character, like a favorite super hero, ask what the character would do if they were playing? ➤ Practice phrases for commenting on others' play actions. For example, you say to Joe (who is playing with you), "Right on! You got two dogs." Then ask the child, "What did Joe do?" ➤ Remind children about listening and watching others' before making their own comment or action. ➤ Practice turn-taking in conversation. Use a cue, such as a touch on the shoulder, if needed. ➤ Use the child's finger to point to what needs attention. He will attend to their finger first, and then the adult can label the object they are pointing at. ➤ Extend the child's action to make a correct response. For example, if the child draws a card, point to the dogs on the card, and say, "How many dogs?" ➤ Reinforce attention and actions by commenting on what was done correctly. For example, "You remembered what the card means!"
Has difficulty producing speech/communication	Y	N	<ul style="list-style-type: none"> ➤ Use augmentative communication, such as picture cards. For example, a picture of person pointing to another person means "your turn." ➤ Players don't need to communicate to play. ➤ Provide at least 10 seconds wait time for the child to process or produce responses. It may take longer to formulate a thought or response for children with special needs.

Walk the Dogs

Autism Special Needs

Potential Characteristic of Child	Is This Game Appropriate for Child with Characteristic?	Can Child with Characteristic Play Game w/o Modification?	Strategies for Developing Compensatory Skills
Has difficulty sequencing multi-step actions and/or doing complex abstract tasks	Y	Y	<ul style="list-style-type: none"> ➤ Use physical actions to walk through steps numerous times, with less support for the final step each time. This is called “shaping.” For example, walk through the steps of what drawing a card, interpreting it, and doing the action. Children may need help with interpretation. ➤ Use specific cue words to let the child know what is next. For example, "That card means two dogs from the front." Now what do you do?
Demonstrates difficulty initiating and maintaining social interactions	Y	Y	<ul style="list-style-type: none"> ➤ Develop a social story to be read at the start of a game. A social story is a short booklet that illustrates how a child can use positive social skills. It includes two to five descriptive statements and a directive statement. For example: “When I watch others, I will know when it is my turn. Others like me when I take turns. I will watch what others do with their pieces and listen to what they say. Others like it when I talk about the game.” Add photos or drawings of the child doing the actions described in the story. ➤ Role play social situations and reinforce appropriate words and actions. For example, role play commenting on another player's turn. For instance, "You now have 4 dogs in a row!" ➤ Use video feedback of positive social behaviors. Video of actual play enables children to see what they or others did. Appropriate actions and interactions can then be discussed.
Acts out or demonstrates avoidance behaviors when frustrated, overwhelmed, or needs more sensory input.	Y	N	<ul style="list-style-type: none"> ➤ Reduce extraneous noise or allow the child to wear head phones or ear plugs if loud sounds cause anxiety. ➤ A weighted vest worn during the game may provide additional pressure input and thus reduce fidgeting due to sensory needs. Pressure can be calming when used for no more than 20 minutes at a time. ➤ Practice a phrase to ask for help and role play situations in the game where it is needed. ➤ Provide techniques for self-calming, such as holding a special toy. ➤ Allow time for movement. For example, a child who needs to move frequently can be given an opportunity to 'celebrate' their turn by running around the table or jumping up and down 10 times.
Has short attention span for non-preferred activities	Y	Y	<ul style="list-style-type: none"> ➤ Provide a break when needed. ➤ Use “when...then” phrases. For example, “When you take your turn, then I’ll let you play with your toy.” ➤ Frequently remind the child of the goal of the game. “ You are trying to make sets of the same kind of dog.” ➤ Incorporate a motivating activity as part of the play. For example, each player gets to manipulate a fun 'fidget' toy, such as a stress ball or squeeze toy.
Needs sameness or consistent routines and/or has difficulty with transitions from one activity to another	Y	Y	<ul style="list-style-type: none"> ➤ Play games at the same time every day, so the child anticipates the game routine. ➤ Change the location of the game, so the child may play in different rooms, at the table, or on the floor. This will build tolerance for variation. ➤ Prepare the child ahead time for the introduction of a new game. Talk about aspects that will be motivating for the child, and let them explore the parts of the game before setting out the whole game. ➤ Provide a structure for placement of game pieces that can be the same each time the game is played. For example, have a specific location for where the board goes, the pieces, etc. ➤ Provide choices for how the child can be involved in set up or clean up. For example, you might ask, “Do you want to line up the dogs or set up the cards?” ➤ Involve the child verbally and with actions for the transition to the game table or at the end of game play. For example, you might say, “Let’s look at the pictures on the game box and guess what it is about.” ➤ Use an object cue. Let the child hold an object from the game or activity you want to introduce prior to the transition. For example, if you were intending to play Walk the Dogs, you would hand the child a dog from the game and say, “Look here is a dog. What game does it go with?”
Has difficulty understanding others’ feelings, intentions, and the reasons for others’ actions.	Y	Y	<ul style="list-style-type: none"> ➤ Model and point out what others are feeling and comment on their facial expressions or words. ➤ Discuss what causes feelings in others. For example, “You are happy because you drew a two dog card. But, look at Joe’s face. What is he thinking?” ➤ Ask child to explain their own feelings and intentions. ➤ Ask child to explain why other players did specific actions in the game. For example, "Why did Max take dogs from Susie?"