Case study 7 (Receptive and Expressive Language Disorder)

Receptive and expressive language disorder is a developmental language disorder that affects a child's ability to understand and use language appropriately. Children with this disorder may have difficulty understanding spoken or written language, following directions, and expressing their thoughts and ideas clearly. They may struggle with vocabulary, grammar, syntax, and social communication. Receptive and expressive language disorder can have a significant impact on a child's academic and social development, but with early identification and intervention through speech-language therapy, many children can make significant gains in their language skills.

- **Description:** Jack is a 5-year-old boy who lives with his parents and older brother. Jack was born full term with no complications during pregnancy, and he reached all developmental milestones on time. Jack's parents reported that he started to babble and use a few words around 12 months old, but his language development plateaued around 18 months. Jack's parents became concerned when Jack was not using two-word combinations by 24 months old. Jack has difficulty understanding and following simple directions and concepts, and he uses mostly single words to communicate. His speech is characterized by a limited vocabulary, inconsistent use of grammatical markers, and difficulty with word retrieval. Jack also has difficulty with social communication skills, such as turn-taking and initiating and maintaining conversations.

- **Key words:** Receptive and Expressive Language Disorder, social skills, communication skills

These games can be useful tools for teachers in identifying possible language disorders in children while also being engaging and fun for the children.

Tool 1
1. **Title**: Barrier Games
2. **Using this game, you can detect** language problems. It can help identify language difficulties related to following instructions, using prepositions, and descriptive vocabulary.
3. **Instructions / Methodology / Recommendations how to use the tool:** Barrier games are communication games that require players to give and follow specific instructions to build a common image or structure. Example of a barrier game:
   - Players are each given a background and an identical set of picture cards.
   - They place a barrier (such as a book) between them so they cannot see each other's backgrounds or what the other player is doing.
   - One player then places their pictures on their background one by one, before giving the other player instructions on where to place their equivocal pictures.

- At the end of the game, the barrier is removed, and the backgrounds are compared for similarity.
- The players can then swap places and play the game again.
4. **Interpretation of the results**
   The two results should be as similar as possible.
5. **Key words**: language, instructions, descriptive vocabulary, barrier games, common image
6. **Links for more information:**
   https://www.andnextcomesl.com/p/speech-barrier-games.html

Tool 2
1. **Title**: Guess Who
2. **Using this game, you can** identify children with difficulties in asking and answering questions, using descriptive language, and making deduction.
3. **Instructions / Methodology / Recommendations how to use the tool:**
   Each player starts the game with a board that includes cartoon images of 24 people and their first names with all the images standing up. Each player selects a card of their choice from a separate pile of cards containing the same 24 images. The objective of the game is to be the first to determine which card one's opponent has selected. Players alternate asking various yes or no questions to eliminate candidates, such as:
   - "Does your person wear a hat?"
   - "Does your person wear glasses?"
   - "Is your person a man?"

   The player will then eliminate candidates (based on the opponent's response) by flipping those images down until only one is left. Well-crafted questions allow players to eliminate one or more possible cards.

4. **Interpretation of the results:** Guess Who is a game that requires players to ask and answer yes-or-no questions to identify a mystery character.
5. **Key words:** asking questions, answering questions, descriptive language, making inferences, images, yes-or-no questions
6. **Links for more information:**
   https://shop.hasbro.com/en-us/product/guess-who-classic-game/7DEC61D9-5056-9047-F55F-FC686C17D23F

Tool 3
1. **Title**: Hedbanz
2. **Using this game, you can** identify children with difficulties in asking and answering questions, using descriptive language, and making deduction. Playing Hedbanz, kids will develop their deductive reasoning skills with the game's simple question and answer method. By coming up with questions that will lead to answers, kids will also practice their critical thinking skills.
3. **Instructions / Methodology / Recommendations how to use the tool:**
   Each player is given a headband and one card is then dealt out to each player

and placed face down in front of them. Players then place the cards in their headbands and then they are given three chips.The first player, who is often the youngest, goes first. The player then flips the time over and begins asking questions in order to determine what is on the card that they placed in their headband. The idea is for the player to ask the right question in order to guess what is on the card. If a correct guess is made before the timer runs out, the player can take a card and have another go. For every guess that is correctly made, a chip is placed in the bank with the first player to put all of their chips in the bank being the winner.

4. **Interpretation of the results:** Hedbanz is a game that requires players to ask and answer questions to identify an object or concept on a card attached to a headband.
5. **Key words:** asking questions, answering questions, descriptive language, making inferences, critical thinking skills.
6. **Links for more information:** https://www.youtube.com/watch?v=TeyLMzdZN3A&ab_channel=SpinMasterGames

Tool 4
1. **Title**: Storytelling Dice
2. **Using this game, you can** identify children with difficulties in narrative skills, sequencing, and vocabulary.
3. **Instructions / Methodology / Recommendations how to use the tool:** The players create stories using the symbols on the cubes. The individual experiences combined with selected key elements represented by symbols on the dices allow them to discover a variety of stories and perspectives on a topic, create stories and to come into a mindful exchange. Start the game with a showcase of the fundamental storytelling mechanism. Roll three dice and share a story by showing the specific cubes at the proper moment. The showcase can be done by the facilitator (if there is one), by a player who has experience with storytelling, or simply by a volunteer.
4. **Interpretation of the results:** Storytelling dice is a game that involves rolling dice with different pictures on each face and using the pictures to create a story. Dice-based storytelling games trigger and guide the imagination of the players. Story Cubes is a game to discover languages, develop concentration skills, and feed the imagination.
5. **Key words:** narrative skills, sequencing, vocabulary, stories, symbols, storytelling, imagination, concentration
6. **Links for more information:** https://www.storycubes.com/en/comment-jouer/