



SOCIAL LANGUAGE AND YOU (SLAY)

HEF GRANT-FUNDED GAMES PROVIDE COLLABORATIVE SOCIAL SETTINGS FOR STUDENTS WITH ASD AND CI



PLAYING GAMES IN SLAY HAS BEEN A RICH OPPORTUNITY TO HAVE FUN WHILE PRACTICING IMPORTANT SOCIAL LANGUAGE AND SOCIAL PROBLEM SOLVING SKILLS.



GAMES ARE NOT JUST ENTERTAINMENT: THEY'RE STRUCTURED SOCIAL ENVIRONMENTS WHERE COMMUNICATION HAS REAL CONSEQUENCES.



STUDENTS HAVE TRANSFERRED THE SKILLS THEY LEARNED THROUGH GAMES TO THEIR OTHER CLASSES AND TO NON-ACADEMIC TIMES.

NOTES FROM OUR STUDENTS:

MY FAVORITE GAME IN SLAY IS CANDYLAND. I LIKED IT BECAUSE I WAS GOING TO WIN IN THE FIRST TIME. BECAUSE I CAN SAY "BUMMER OR MAYBE NEXT TIME OR IT'S OKAY TO FEEL DISAPPOINTED" WHEN I DRAW A BAD CARD. I CAN TELL MY FRIENDS "WAY TO GO" OR "GOOD JOB" WHEN WE PLAY GAMES BECAUSE IT IS GOOD TO HAVE FUN.

MY FAVORITE SLAY GAME THIS YEAR WAS CHUTES AND LADDERS BECAUSE I ALSO PLAYED IT AT MY LAST SCHOOL. I LEARNED THAT WE HAVE TO ZIG ZAG ON THE BOARD. I LEARNED ABOUT DEALING WITH DISAPPOINTMENT. I ALSO LEARNED ABOUT ENCOURAGEMENT. THE WORDS I SAY FOR ENCOURAGEMENT ARE "GOOD JOB" AND "WAY TO GO."





THE GRANT DETAILS:

- GRANT FUNDS LED TO THE PURCHASE OF BOARD GAMES AND CARD GAMES.
- STUDENTS PRACTICED SCRIPTS WHILE PLAYING GAMES THAT HELPED THEM WITH DEALING WITH DISAPPOINTMENT, TAKING TURNS, GOOD SPORTSMANSHIP, AND ENCOURAGING EACH OTHER IN PLAY.
- LANGUAGE IN ACTION: COLLABORATIVE GAMEPLAY PROVIDES A STRUCTURED ENVIRONMENT FOR STUDENTS WITH AUTISM SPECTRUM DISORDER (ASD) AND COGNITIVE IMPAIRMENT (CI) TO PRACTICE REAL-WORLD SPORTSMANSHIP AND RECIPROCAL CONVERSATION.
- STUDENT-CENTERED EXPERIENTIAL LEARNING OPPORTUNITIES PROVIDE FOR DEEPER STUDENT LEARNING, MORE ENGAGEMENT, AND MORE MEANING.

**GRANT AWARD WINNERS: -LISA KESKITALO, SCHOOL SOCIAL WORKER
-AMANDA EATON, AUTISM SPECTRUM DISORDER TEACHER**

LEARN MORE ABOUT THE GRANTS, APPLICATIONS, AND LEGACY OF LEARNING WITH HEF AT HUDSEDFOUND.ORG.