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## The Islands of Sounds Boardgame

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# MACKENZIE PONTONIO

## (Communicative Disorders)

### Phonetics Board Game

*Sponsor: Vanessa Harwood (Communicative Disorders)*

As a future Speech Language Pathologist (SLP), I will service many clients who demonstrate speech sound disorders (SSDs). During my observations of many SLPs, I have noticed that when working with children, it is important to incorporate highly engaging activities during their sessions to reach their communicative goals/objectives most efficiently. For my project, I decided to create a board game that could be used during articulation interventions with children in their speech sessions.

To make this game efficient and informative, I included descriptions in the game manual regarding the different place, manner, and voicing used when producing different speech sounds. Therefore, this game provides enhanced teaching and explicit instruction for children with SSDs in addition to being an engaging task which provides several opportunities for speech practice.

This game is mainly targeted for elementary schools with children ages 5-11 with SSDs of any kind. The board game itself includes several different “islands” which follow the different manners of articulation which we use to produce speech sounds. Different card colors include different words that correspond with different manners that the child needs to work on. The child will also be required to generate a word bank with specific examples of words that are tailored to their “errored” sound so that the child can receive extra practice producing the errored sound during game play. The game follows similar rules to candy land in the sense that the goal is to race to the end zone. Players choose from a stack of cards and each card has a color and a word on it that they must say before they move their piece to the color.

While designing this board game, it was crucial that I knew the speech developmental milestones of the ages I was targeting, along with familiarity of place, manner, and voicing in phonetics.

This project also allowed me to learn more about specific intervention strategies for children with SSD and how to generate meaningful and appropriate intervention that will be engaging for students.