Adapted play strategies for children that require AAC
Play is crucial for child development. Games give children pleasure and encourage them to go further, repeat, try and learn from their experiences (FERLAND, 2006).
Play provides children with their first opportunities for communication and, as participation increases, it automatically improves the quality and quantity of opportunities (BEUKELMAN; MIRENDA, 2005).
However, children with motor, visual, hearing, cognitive, emotional, social or communicative disabilities may need support or specific interventions to facilitate their play.
Occupational therapists are professionals who contribute to the effective participation of children, so that they can benefit from the opportunities for experimentation, learning and interaction during games and play activities.
Modifications may be necessary in toys so the child can hold a game piece or see the board route. Alternative communication resources may be essential so that those with communicative impairments can express their desires, feelings and needs during games (PELOSI, 2009).
The project TO BRINCANDO (Playing with OT), intended to produce knowledge about play activities adapted for children with disabilities and create communicative opportunities for users of Augmentative and Alternative Communication, adapted 40 commercial board games in Brazilian last year.
The project has a participatory approach, encouraging the autonomy of researchers in Occupational Therapy, Speech therapist and Education, AAC experts, and scholarship students who develop collaborative work.
The procedures

Choice of game to be adapted

Material testing by staff

Discussions on need for toy adaptation
The procedures

Description of other ways to play and stimulate the concepts presented in the game

Development of simplified rules, written with symbols
The procedures

Building of communication boards, boards for communicators and tablets

Building of pictogram activities that help learning the concepts presented in the game
The procedures

Development of complementary activities such as dominoes and puzzles
The material has been evaluated by the research group through observation of children with Down syndrome, aged 2 to 13 years, treated as a group by Occupational Therapists in a therapeutic playroom.
In addition, the games have been experienced in workshops by Health and Education professionals and family members of children with disabilities. Suggestions by the participants have been incorporated to the material.
The results

40 games commercially available in the Brazilian market were evaluated.

950 activities were developed using software programs:

- Invento and Escrevendo com Símbolos by Imagina company
- Boardmaker by Mayer Johnson
- Araword by Portal ARASAAC
- Microsoft Word and Microsoft PowerPoint
Physical adaptations involved enlarging boards and cards and using Velcro on pins and boards. Pins and other thin accessories were thickened with rubberized material. All cards and boards were laminated for easy disinfection in hospitals and places frequently used by children, such as playrooms.
The Project developed:
• 122 communication boards;
• 58 boards for communicators, such as QuickTalker 7 and 12 by AbleNet, GoTalk 6 options, SuperTalker by AbleNet, and Tobii S32.
A total of 40 rules were adapted with symbols using software Escrevendo com Símbolos
Tablet applications were SoundingBoard and GoTalk Now for iPad, and Araboard and Vox4all for Android tablets.
The material developed for each game was gathered into an Activity Book with children’s games and guidance for family members, and a Guide for Health and Education professionals with all suggestions in detail. So far, four booklets have been published in print and ten on the Web.

**Notebook Activity**
DICAS PARA BRINCAR E CONVERSAR

Integrar brincadeira e brincar é muito importante. Quando conversamos, expressamos de várias maneiras: "eu gosto de você", "eu quero brincar" e outros aspectos. No entanto, também temos perguntas como "é possível brincar?" e palavras como "do lado".

Para as crianças que apresentam dificuldades de comunicação, em palavras ou expressões, favorecer a participação na brincadeira e na interação com os amigos.

Para ajudar o professor, a criança poderá usar as mãos aleatórias ou se lembrar, se necessário, mediar auxiliar utilizando a técnica de apresentação.

DICAS PARA COMEÇAR

O jogo de brincadeira é muito interessante e eficaz para começar a brincar. É aí que começa a brincar e a interação do professor para a criança.

Para crianças com dificuldades de comunicação, em palavras ou expressões, favorecer a participação na brincadeira e na interação com os amigos.

Exemplos de uma brincadeira de comunicação: Jogos de tabuleiro, peças de madeira e cartas do acerto.

Para o professor, o contexto de brincadeira pode ser enriquecido com as crianças e auxiliar na prática de habilidades de comunicação.
The publications are distributed free of charge in print or eBook at Movimento Down’s website
www.movimentodown.org.br
The activities are available at the website of the Assistive Technology Laboratory of the Federal University of Rio de Janeiro (Laboratório de Tecnologia Assistiva da Universidade Federal do Rio de Janeiro) to be accessed by the whole community.

www.portalassistiva.com.br
The free availability of the material on the Web at Portal Assistiva, with 19,000 views a month, and at Movimento Down’s webpage, with 54,000 views a month, contributes to spread the AAC in Brazil and other Portuguese-speaking countries. Furthermore, free distribution of printed publications can reach people living in Brazilian regions with no internet access.

www.portalassistiva.com.br
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http://www.movimentodown.org.br/projetos/tobrincando
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