



Introduction



“*Chipper Chat*”[®] open-ended game boards are extremely versatile and unique. They can be used with any therapy group: articulation, language, voice, fluency, auditory processing, etc. These game boards give you the flexibility of combining groups of students—no matter what the therapy needs, age, or ability level. This colorful game format appeals to children of all ages, from kindergarten through upper elementary, and is easily adapted to individual student needs. You will be amazed at the number of ways you can use these game boards to enhance your therapy session!

The “*Chipper Chat*”[®] game boards center around the use of chips and a magnetic wand. This is the part that is so intriguing. The students love to see the chips “fly up” to the wand as they remove the chips from the game board. Once your students are introduced to the games they will continue to request them time after time. The unique format and the colorful, attractive game boards promote spontaneous speech and language no matter which game you choose to use. Motivation to practice speech skills will soar as students earn chips to play the game.

Although each game has its own distinctive features, all “*Chipper Chat*”[®] games are played in a similar fashion. The SLP individualizes the therapy session by determining the speech/language objective that each student needs to work on (e.g., articulation of /r/ in isolation, defining a vocabulary word, following a direction). After a sufficient amount of practice, the student spins the spinner and takes his/her turn. (We generally like to have the student attempt at least three to six productions each turn, based upon skill level, number of students in the therapy group, amount of time, etc.)

It is suggested that the exact number be required to win. This is suggested for a couple of reasons. First, if the exact number is required, it gives the students who are behind a chance to catch up. This allows for everyone to have a chance to win, up until the very end. The students enjoy the opportunity to come from far behind and win. This adds to the excitement. Also, because the student practices the speech task before he/she gets to spin, no one ever misses out on an opportunity to practice. Secondly, for the younger students, requiring the exact number helps to teach them number concepts. They quickly realize which numbers are “too big” and continually count to see what number they need. This is excellent practice in one-to-one correspondence and the concept of quantity.



Suggestions for Using “Chipper Chat”



“*Chipper Chat*”[®] game boards can easily be used with your picture cards, word lists, and resource book exercises. Whether the strategy to meet your student’s IEP objective is for drill and practice for articulation therapy, easy onset of voicing, or naming antonyms for language development, you can incorporate a “*Chipper Chat*”[®] game board in almost any therapy session. Students eagerly respond to this format—making drill and practice sessions less tedious and much more enjoyable for all.

The speech/language pathologist determines the amount of practice that is appropriate for each student based on age level, number in the therapy group, amount of therapy time, and level of skill. One student may be asked to produce a sound in isolation ten times before taking a turn, whereas, another may be required to make up three sentences while using a specific set of stimulus words. The speech/language pathologist uses clinical judgment to make this determination.

Some of the many ways to use “*Chipper Chat*”[®] game boards for various therapy needs are included below.

Articulation - “*Chipper Chat*”[®] game boards can easily be used for drill and practice at word, phrase, or sentence levels. You can use picture cards, word cards, or a word list to elicit the desired response. After the student practices the word, phrase, or sentence, he/she spins the spinner, and receives the appropriate number of chips to put on his/her game board. When working on carry-over skills give the student a story starter. After the student completes this task, he/she takes his/her turn. Some suggestions for eliciting spontaneous speech are included with the directions for each game board.

Auditory Processing - “*Chipper Chat*”[®] game boards can easily be used with auditory processing tasks. For example, give the student a three-step command. After the student carries out the command, he/she spins the spinner and receives the appropriate number of chips to put on the game board. Another example, when working on auditory memory skills, give the student five digits to repeat sequentially. After he/she completes the task, he/she takes his/her turn.

Language - “*Chipper Chat*”[®] game boards can easily be used when working on any language skill. For example, if the student is

working on categorization, the SLP gives a category. The student names as many things as he/she can, in one minute, that belong in that category. After he/she completes the task he/she takes his/her turn. Another example, if the student is learning antonyms, the SLP names a word and the student responds with the correct antonym. The student then spins the spinner, and receives the appropriate number of chips to put on the game board. Some suggestions for eliciting spontaneous speech are included with the directions for each game board. Whatever the language skill, a “*Chipper Chat*”[®] game board can be incorporated in the lesson.

Fluency - “*Chipper Chat*”[®] game boards can be used when working on establishing or maintaining fluency. For example, if the student is working on being fluent while repeating sentences, use your list of sentences. The SLP says a sentence for the student to repeat and the student responds. For carry-over practice, you can use your own conversation starters to elicit the desired response. After the student practices the skill, he/she spins the spinner, and receives the appropriate number of chips to put on the game board. Some suggestions for eliciting spontaneous speech for each game board are included with the directions.

Voice - “*Chipper Chat*”[®] game boards can be used when working on voice therapy objectives. The SLP can use any resource material for the student to practice at his skill level, whether it is denasalizing words, easy onset of voice productions, or naming situations where vocal abuse frequently occurs. After the student practices the skill, he spins the spinner, and receives the appropriate number of chips to put on his game board. Some suggestions for eliciting spontaneous speech for each game board are included with the directions.

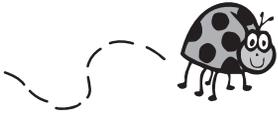
“Chip” Tips:

As you introduce this game concept to your students, it is important to show them how the chips are attracted to the magnet. By holding the magnetic wand above the chips they will be fascinated to see the chips “fly up” from the game board to the magnetic wand. Some students may want to touch the wand to the chips to collect them, but show them that this isn’t necessary.



You may choose to keep the chips in a small plastic container. This makes it easy to reach in and get a handful to pass out during the game.

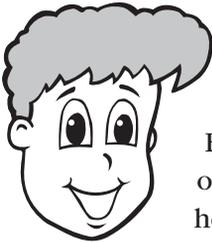
As with all magnets, be sure to keep the magnetic wand away from any computer equipment and computer disks.



Variations/Adaptations

An Added Auditory Cue - The chips and the magnetic wand can be used during therapy without the game boards. This works well with young students who are establishing correct production at isolation level. You will need a small container, the chips and the wand. Each time the student responds correctly (or makes a close approximation—whichever is appropriate) drop a chip in the container. When the student hears the chip drop he/she will have the auditory cue that he/she has produced the sound correctly. At the end of this activity, the student can collect the chips with the magnetic wand.

More Than One Game Board - When working individually with younger students you may want to use “*Chipper Chat*”[®] in a different way. Instead of using a spinner, you may elect to award the student a chip for each correct production.



This works well with the young students who are working at isolation level. Model the sound for the student and have the student produce it.

Each time the child produces the sound correctly or makes a closer approximation, you reward him/her with a chip. Since the pace of this variation will be much quicker, you can use several different game

boards within the same therapy session. This variation appeals to the young students and helps to keep their interest because of the fast pace and the variety of game boards used.

Speech/Language Testing - “*Chipper Chat*”[®] can be used during a speech/language testing situation. You may choose to use the chips and the magnetic wand with or without the game boards. If you choose not to use the game boards, you may want to get a small plastic container in which to collect the chips. Before the test begins, show the child how the chips can “fly up to the magic wand.” Tell the child that he/she will be earning chips and can make them “fly up to the magic wand” at the end. During the testing situation, give the child a chip for each response. You will find that most children will become excited about a usually ordinary testing situation, and be willing to complete the test in record time.

Variations/Adaptations (cont.)



Hearing Testing - “*Chipper Chat*”[®] can be used during a hearing test also. Each time the student responds correctly, a chip is earned. This works well with the younger students, especially if this is their first hearing test or if they are a little anxious about the testing situation.

Magic Number - Another variation you may want to try is called “Magic Number.” Before the game begins a number is chosen (either by the SLP or a student). This becomes the “Magic Number” for the game. Any time a student spins that number, he receives an extra chip. When playing the Birthday Game, the birthday person (of course!) gets to choose the “Magic Number” for that game.

Bonus Chips - Bonus chips can be given at the discretion of the SLP. They should be given for behavior above and beyond what is expected. For example, you may want to reward a student who is working on an articulation sound at word level, if he/she spontaneously uses his/her speech sound correctly in conversation during the game. Or you may want to reward a student with a bonus chip for an answer to a language task that goes beyond being correct, to being exceptional. A bonus chip may be given if one answer is requested by the SLP and the student chooses to give more than one, on his own. Bonus chips should be an unexpected event so as to not interfere in therapy or complicate the actual directions of the game. Bonus chips are at the discretion of the SLP as far as when they are given and how many. Just make sure you explain the behavior that you are rewarding when you give the bonus chip. You will find many situations in which you can use bonus chips. You may want to reward anything from being a good sport during the game to being polite or helpful to someone else during the therapy session. Be creative—the students will love receiving bonus chips!

