

Using the CD

The install program will start automatically after you insert the CD into the drive. If it does not run automatically, follow these steps:

1. Double-click **My Computer**.
2. Double-click the **CD-ROM icon**.
3. Double-click **setup.exe**.



Depending on the speed of your computer and CD drive, it may take several minutes to copy all of the game files. Do not exit the install program or launch another program until the install process is complete.

Getting Started

After you've installed the program, launch it, and the **Main Select** screen on the right will load. Each of the six skill areas link to six separate subskill games.



Click a button next to a skill to go to the **Game Select** screen on the right.

Each of the six games is based on a subskill of the main skill area. Click a button to launch the game.



Setting Up a Game

When you select an individual game, the **Title** screen on the right appears.

Determine the number of players who will play the game and click the corresponding button.

In a two-player game, players alternate turns with Player 1 beginning the game. The **quit** button on this screen closes the current game and returns you to the **Game Select** screen.



On the **Player Entry** screen, you can enter a name for each player. Entering player names is optional, but it does allow personalized turn prompts to appear during the game, and the student's name will appear on the printable **Final Score** screen.



The **options** button allows you to move back to the previous screen to change the number of players or to quit the game and return to the **Game Select** screen.

Click the **start the game** button to load the **Game Board** screen.

Selecting Game Items

Each game contains four categories of four questions each. During a player's turn, she selects a question by clicking a button below a category that corresponds to a point value. Each question can be attempted only once, and then it will be removed from the board.



The game does not require players to attempt questions in a particular sequence, although you may want to develop your own "house rules" for selecting items. For example, you might require students to complete all the items in a single category to focus on that subskill before moving on to another and to prevent students from simply attempting the highest point totals available across the board.

Prompts at the bottom of the screen clearly display which player's turn it is to select a game item. Once a player has selected a game item, she is the only one who can answer it. There is no "buzzing in" and no time limit is imposed. After a player has answered a question, **Game Board** screen loads and the next turn begins.

Completing Game Items

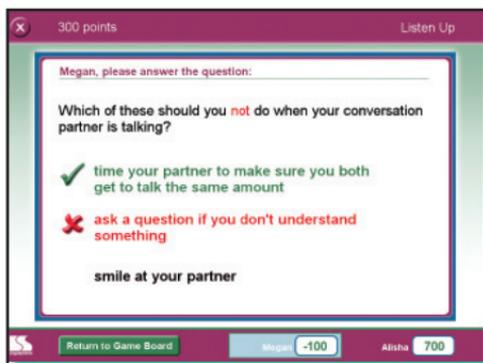
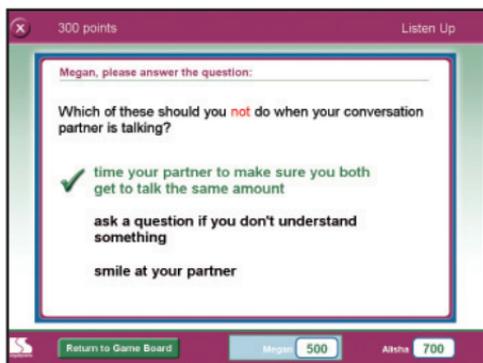
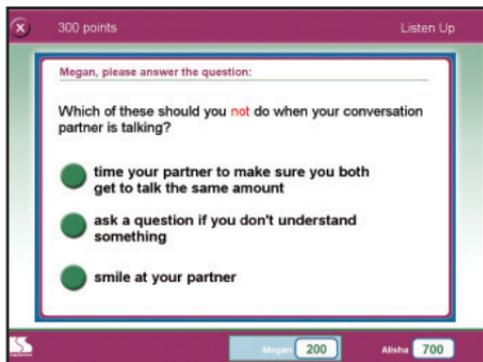
The question and answer choices appear along with audio narration. When all choices have been shown, the green answer buttons appear.

Click a button to select an answer. You can also listen to the question or any of the answers again by clicking on the text.

When you make a correct choice, as in the middle picture on the right, the points for the question are added to your total score. If you make an incorrect choice, as in the bottom picture, the question's points are subtracted from your total score.

Click the [Return to Game Board](#) button to begin a new turn.

The **X** button in the upper left-hand corner allows you to exit the current game. If you choose to close the game, you will lose all scores and data for the current game.



Finishing the Game

When the last game item is completed, you will be prompted to go to the **Final Score** screen, which is shown below.

new game Conversations
close game Speaking and Listening

Spotlight on Social Skills
Adolescent

May 28, 2010 score correct percentage

print this page	Megan	600	5/8	63%
	Alisha	1600	7/8	88%

Congratulations,
Alisha!
You Won the Game!

This screen contains the final point totals for the game, the number and percentage of correct answers, the date of completion, and the players' names.

Click the [print this page](#) button to print the screen for record-keeping and data gathering. Click the [new game](#) button to return to the game's **Title** screen. Click the [close game](#) button to exit the game and return to the **Game Select** screen.

About the Authors

Carolyn LoGiudice, M.S., CCC-SLP is enjoying a well-earned retirement after many years of leading LinguSystems' product development efforts. Paul F. Johnson, B.A., is an editor, writer, and software developer for LinguSystems. Both authors enjoy filling their lives with family, music, cooking, and reading.

Evidence-Based Practice

- Children with limited language skills experience a poor quality of social interactions (Hadley & Rice, 1991; Fujiki et al., 1997; Craig, 1993; Cohen et al., 1998). Such children have greater deficits in social cognitive processing than children with typically-developing language. They have particular deficits in identifying the feelings of each participant in a conflict, identifying and evaluating strategies to overcome obstacles, and knowing when a conflict is resolved (Cohen et al., 1998).
- Social skills intervention can improve children's social cognitive skills (Timler et al., 2005).
- Technology is a proven, effective method of giving children with learning disabilities opportunities to engage in basic drill and practice, simulations, exploratory, or communication activities that are matched to individual need and ability (Hasselbring & Williams-Glaser, 2000).

Spotlight on Social Skills Adolescent Interactive Software incorporates these principles and is also based on expert professional practice.

References

- Cohen, N.J., Menna, R., Vallance, D.D., Barwick, M.A., Im, N., & Horodezky, N.B. (1998). Language, social cognitive processing, and behavioral characteristics of psychiatrically disturbed children with previously identified and unsuspected language impairments. *Journal of Child Psychology and Psychiatry*, 39, 853-864.
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- Hadley, P.A., & Rice, M.L. (1991). Conversational responsiveness in speech and language-impaired preschoolers. *Journal of Speech and Hearing Research*, 34, 1308-1317.
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