Welcome

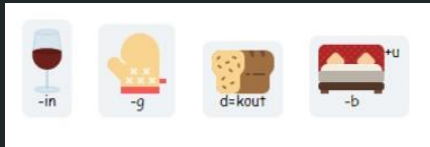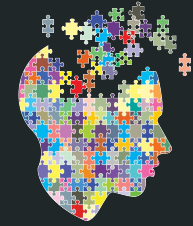
Breakout EDU

A Multidisciplinary and Cross-Curricular Approach to Intervention

Stacy Vondra, M.A., CCC-SLP
Rebecca Swallow, M.A., CCC-SLP
Melinda Waffle, M.A. Ed Tech

The presenters do not have any personal financial relationships with Breakout EDU.

Agenda

Introductions

Pre-test

Breakout Session

Breakout Intervention: Benefits, Applications, Rationale

Explore Breakout Box Materials/Set-up

Questions

Post-test

Stacy Vondra, M.A., CCC-SLP

- Bachelor's Degree in Education, Hillsdale College
- Master's Degree in Child Development, Michigan State University
- Director Of Early Childhood Education at Hillsdale College, taught preschool-college students for 18 years
- Master's Degree in Speech-Language Pathology, Michigan State University
- School-based, speech-language pathologist at Branch ISD with caseload of students who range in age from 3-15 with a wide range of speech-language impairments

Rebecca Swallow, M.A., CCC-SLP

- Bachelor's and Master's Degrees in Speech-Language Pathology from Western Michigan University
- School-based SLP for 14 years (13 of those with Branch Intermediate School District)
- Caseload of students ranging from preschool to middle school with a variety of speech-language impairments
- Mentor for high school students, graduate students and new hires
- Utilize a facility dog from Canine Companions for Independence in my work with speech and language students (Melia)
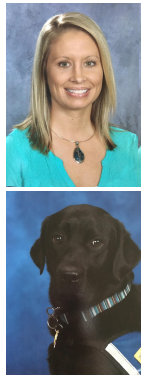
Melinda Waffle

- ❖ Educational Technology Consultant - 8 years
- ❖ Technology Coordinator at local school district - 8 years
- ❖ Math/Health/Computer teacher - 6 years
- ❖ Masters in Ed Tech from WMU
- ❖ Bachelors in Mathematics & Health Education from BGSU
- ❖ Wife of a principal
- ❖ Mother of 3 boys

MSHA Session Outcomes

Participants will be able to target cross-curricular goals and objectives in speech and language through the use of tailored Breakout EDU tasks designed to engage students of various ages and abilities.

Pretest

Please get a phone, tablet, Chromebook or laptop out to answer a few questions.

You may either:
- Text your answer to a number
- Answer on a webpage

I have participated in an escape-room game

Yes

No

What is an escape-room game?

I have heard of Breakout EDU.

Yes

No

Breakout EDU
Immersive learning games platform

It's time for something different.

PURCHASE   LEARN MORE

How to Play a Breakout EDU Game?

Look around for clues and artifacts that will help provide information needed to figure out the combinations to the locks.

Talk with your group and share what you're thinking about the clues. You might need to think outside the box in order to break into it.

Test out what you think you know! Try the combinations you think will open up the box. If you're wrong, think some more and try again.
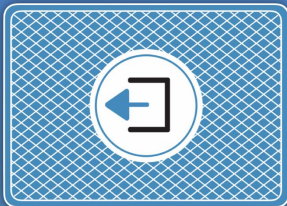
Remove all the locks from the Breakout EDU kit before the timer runs out to complete the game.

Rules to the Game

Breakout EDU Game

17:57

Debrief

Breakout EDU doesn't end when the box gets opened. Yes, the game task might be complete at that point, but some of the best magic is what happens during the debrief discussion.

The Reflection Cards include questions suitable for all Breakout EDU games and are used to facilitate a group discussion. The cards can be locked in the Breakout EDU box or distributed after the game concludes.

Brainstorm with your colleagues for one minute. Think about how a Breakout activity will benefit
your students.

The Power of Breakout EDU

Active Learning
Breakout EDU games transfer the ownership of learning from the instructor to the student, making it easy to observe how learners approach problem solving and apply their knowledge.

The Four Cs
In addition to the content knowledge needed to succeed in a specific game, all Breakout EDU games require critical thinking, collaboration, creativity, and communication.

Cultivating Grit
A Breakout EDU game provides learners with many opportunities to fail forward. Every unsuccessful attempt to open a lock forces the player to try again.


Active Learning

Simulation games, such as Breakout EDU, focus on active learning. This type of interdisciplinary curricula is emerging in education to support the current curricula.

These games serve as a "catalyst for improved student focus, drive, motivation, engagement and even improve interest in a subject or topic of study." (Bagrie,E., 2017)

Reflection allows participants to relate game elements to past experiences and deepen understanding of concepts (Nicholson, S. (Forthcoming)

The 4 C's

Critical thinking
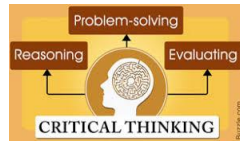
Learners are more likely to engage in critical thinking when they are actively involved and/or connected to the problem involved. (Cole, B., & McGuire, M., 2012)

Bagrie (2017) suggests interactive games help student to "develop the ability to reflect more carefully and accurately on their experiences, enables them to visualize the complexity of real life processes and experiences and therefore, should be employed in teaching." She further states, "they can provide a forum to explore multiple perspectives on a problem, test ideas, make connections, measure outcomes and to effect changes as they see fit."

The 4 C's (cont.)

Collaboration

Games encourage teamwork, conflict resolution and problem solving. This enables greater student interaction and leads to better knowledge construction (Bagrie, 2017)

"Collaborative consultation, as used by SLPs practicing in schools, is a model for providing services within classrooms that are intended to enhance children's communicative competence and, therefore, their academic and social skills." The authors state the major outcome of collaborative consultation serves as a meaningful context, "enabling them to achieve maximum constructive interaction with their non-handicapped peers." (Doherty, K.M., & Masters, R.Y., 1996)

The 4 C's (cont.)

Creativity

Students become investigators, thinkers and producers of evidence rather than fulfilling traditional student roles (Bagrie,E., 2017)

Immersive role-play allows students to creatively assume the role of a character, increasing motivation and excitement (Nicholson, S., Making the gameplay matter)

Experimenting with roles can encourage students to try out new and unfamiliar behaviors or scenarios (Folkins, J.W., et al 2016)

The 4 C's (cont.)

Communication

Discussion among students allows them to learn from one another and make joint decisions in a low-risk environment (Nicholson, S., Making the gameplay matter)

Reflection time promotes further discussion of concepts outside of the game experience (Bagrie, 2017)

Student ideas matter and voices are heard; they are 'capable citizens' (Cole, B., & McGuire, M., 2012)

Role-playing can aid in better understanding communication partners (Folkins, J.W., et al, 2016)

Cultivating Grit

Games are fun, so students are "more likely to take on challenges and less likely to become discouraged by failure." (Bagrie, E., 2017)

"A growth mindset isn't just about effort. Perhaps the most common misconception is simply equating the growth mindset with effort. Certainly, effort is key for students' achievement, but it's not the only thing. Students need to try new strategies and seek input from others when they're stuck. They need this repertoire of approaches—not just sheer effort—to learn and improve." (Dweck, C.S., 2006)

"The awareness that ability is malleable and that students need to develop productive growth mindsets has profound implications for teaching. Teachers and schools constantly communicate messages to students about their ability and learning through the practices in which they engage and the conversations they have with students." (Marks, R., 2013)

The 4 C's and active learning in action
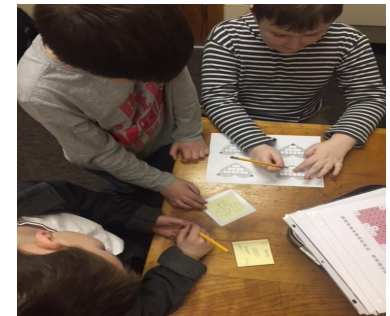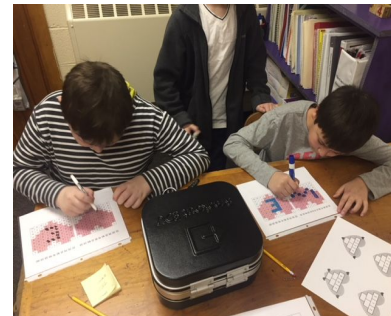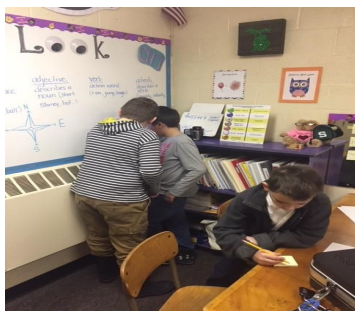
According to an article authored by Nicholson (Making the gameplay matter), the ability to align learning outcomes from simulation games to state standards serves as justification for using games as educational tools.

Interactive games allow students to communicate in a more natural environment. Furthermore, other children in the classroom are able to benefit from the learning activities. (Doherty, K.M, & Masters, R.Y., 1996)

These interactive games act as a method to facilitate collaboration among professionals to promote consistent support of communication goals (American Speech-Language-Hearing Association, 1991)

Explore Breakout box materials

- Please take 15 minutes to explore the various Breakout box materials set up for you around the room.

- We will then reconvene to respond to any questions you may have

Post test

Please get a phone, tablet, Chromebook or laptop out to answer a few questions.

You may either:
- Text your answer to a number
- Answer on a webpage

I understand how to use Breakout EDU in intervention.

Yes

No

I am likely to go back and use Breakout EDU tasks in my intervention sessions with speech students.

Yes

No

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Acknowledgments