

通过桌面游戏促进特殊儿童社会交往能力发展的教学实践

Teaching Social Skills Through Board Games for Children with Special Needs

一、引言 / Introduction

社交技能是儿童心理发展中的核心能力，尤其对于自闭症谱系（ASD）、注意缺陷多动障碍（ADHD）及社交迟缓儿童而言，这些能力往往发展缓慢，导致他们在学校与家庭生活中面临理解他人、建立友谊和处理冲突的困难。研究指出，神经多样性儿童通常缺乏自然社交机会，容易陷入社交隔离状态（Bauminger-Zviely, 2013）。

Social interaction skills are fundamental to children's psychological development. These abilities often develop more slowly in children with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), or social delays, leading to difficulties in understanding others, forming friendships, and resolving conflicts both at school and at home. Research has shown that neurodiverse children typically lack natural opportunities for social interaction, making them more vulnerable to social isolation (Bauminger-Zviely, 2013).

桌面游戏作为一种结构化、具规则性且具有视觉提示的互动工具，不仅降低了社交交流的复杂性，还为孩子提供了重复练习社交规则的自然场景（Ginsburg, 2007）。这类游戏能同时激活语言表达、认知处理、行为调控与情绪识别等多个神经机制。正如 Vygotsky（1978）所提出的“最近发展区”理论，以及游戏治疗的相关研究所强调的那样，在成人或同伴的引导下进行的社交游戏，能够有效架起从潜在能力通向现实社交能力的桥梁。

Board games, as structured, rule-based interactive tools with strong visual cues, not only reduce the complexity of social communication but also provide a natural setting for children to repeatedly practice social rules (Ginsburg, 2007). These games simultaneously engage multiple neural mechanisms involved in language expression, cognitive processing, behavioral regulation, and emotional recognition. As emphasized by Vygotsky's theory of the Zone of Proximal Development (1978) and supported by play therapy research, socially guided gameplay under the support of adults or peers can effectively bridge the gap between potential abilities and real-world social competence.

从游戏治疗的角度看，桌面游戏提供了安全的表达平台，孩子可在游戏角色中尝试多样化互动模式，锻炼轮流、合作、表达、倾听与自控等技能（Ray, 2011）。尤其对于社交主动性不足或规则理解较弱的儿童，游戏可成为引导其理解社会规范、建立行为期待的“中介媒介”。

From the perspective of play therapy, **board games offer a safe space for emotional expression**, allowing children to explore diverse interaction patterns through game roles and to develop key social skills such as turn-taking, cooperation, communication, listening, and self-control (Ray, 2011). For children with low social initiative or difficulty understanding rules, games can act as a social mediator—guiding them toward understanding social norms and building behavioral expectations.

二、桌面游戏分类与社交能力培养 / Game Categories and Social Skill Development

以下表格展示了多种常见的桌面游戏分类及其在社交能力培养中的应用：

The following table presents various common categories of board games and their applications in developing social skills.

游戏类型 Type of Game	代表游戏 Examples	适合年龄 Age	适合人数 Players	培养社交技能 Social skills
合作类 Cooperative	Hoot Owl Hoot!	4–8	2–4	培养轮流等待与团队合作能力 Develop turn-taking and teamwork skills
观察配对类 Visual Matching	Eye Found It, I Spy	5–10	2–4	表达观察结果、提升视觉匹配能力 Express observations and enhance visual matching skills
语言表达类 Verbal Expression	Roll & Write Word Game	6+	2–6	语言组织、完整句表达、词汇练习 Language organization, sentence formation, and vocabulary practice
规则与控制类 Turn-taking & Regulation	Gumball Grab	3–6	2–4	等待、轮流、自控能力 Waiting, turn-taking, self-regulation
输赢情绪调节类 Emotional Modulation	Rubik’s Race	7+	2	输赢应对、自我调节、接受挑战 Win-loss coping, self-regulation, and challenge acceptance
社交情境模拟类 Social Scenarios	The Social Skills Game, Head Rush	6–12	2–6	社交推理、对话策略、表达需求 Social reasoning, conversational strategies, and expressing needs

策略竞争类 Strategy & Competition	Guess Who?, Uno	6+	2-4	逻辑推理、轮流等待、回应他人 Logical reasoning, turn-taking, and responding to others
创意表达类 Creative Expression	Dixit, Feelings in a Jar	7+	3-6	表达情绪、理解故事、倾听他人观点 Expressing emotions, understanding stories, and listening to others' perspectives

教师在使用这些游戏时，不应仅关注游戏本身的规则教学，更要将其作为社交训练的工具，创造包容性互动环境。以下为五个案例教学设计，结合了教师引导策略与特殊儿童的介入方式。

When using these games, teachers should not focus solely on teaching the game rules, but rather treat them as tools for social training, creating an inclusive and interactive environment. The following are five sample instructional designs that integrate teacher-guided strategies with interventions tailored for children with special needs.

三、教师的三重支持角色 / Teacher's Three Layers of Social Facilitation

1. 结构性辅助：提供视觉提示、图卡、支架句型

Structured Support: Provide visuals, cue cards, and sentence stems

2. 同伴调动者：安排合作角色，鼓励正向互动

Peer Coach: Assign supportive peer roles and model pro-social behavior

3. 行为示范者：不断以语言与表情示范情绪表达与回应方式

Behavioral Modeler: Use expressive tone and facial cues to demonstrate expected responses.

四、教学策略与同伴引导 / Teaching Strategies and Peer Facilitation

在实际教学过程中，教师不仅需要引导游戏规则，更重要的是营造结构化、包容性且富有支持性的社交氛围。对于特殊需求儿童而言，教师是行为的示范者、规则的讲解者，也是同伴之间互动的“调和器”。

In practical teaching, educators are not only responsible for guiding game rules, but more importantly, for creating a structured, inclusive, and supportive social environment. For children

with special needs, teachers serve as behavioral models, rule explainers, and social facilitators who mediate peer interactions.

以下是教师在社交技能游戏中的关键策略：

Below are key strategies for using board games to develop social skills:

1. 结构化引导策略

- 使用视觉提示板：如 “轮到你了” 、 “你可以说……” 等句型卡片
- 明确规则顺序：游戏开始前重复轮流机制与注意力要求
- 引导语言使用： “你现在可以说： ‘我想再玩一次’ ”

1. Structured Guidance Strategies

- Use visual cue boards: e.g., sentence cards like “It’s your turn” or “You can say...”
- Clarify the order of rules: Review turn-taking and attention expectations before starting the game
- Guide language use: “Now you can say, ‘I want to play again.’”

2. 同伴介入支持

- 游戏前赋予典型发展儿童 “社交小助手” 任务，例如：
- “当__卡住时，你可以轻声提示他”
- “你可以和他一起完成这个找图任务”
- 给予同伴正向暗示语，如： “谢谢你刚才提醒他轮流，很棒的帮助！ ”

2. Peer Support Involvement

- Assign typically developing children as “social helpers” before the game, such as:
- “If __ gets stuck, you can gently remind him.”
- “You can help him complete the picture-finding task.”
- Offer positive prompts to peers: “Thank you for reminding him to take turns—great teamwork!”

3. 处理冲突与情绪策略

- 当争抢或挫折发生时，教师不立即责备，而是使用中性语言： “我看到你们都很想要这张卡，我们来想个办法”

- 设置‘冷静角’或提供‘情绪卡’，让需要调节的孩子暂时离开并平复后回归活动
- 使用修复语言示范：“你可以说‘对不起，我不是故意的’，然后我们继续游戏”

3. Conflict and Emotion Regulation Strategies

- When disputes or frustration arise, avoid immediate blame and use neutral language:
- “I see both of you really want this card—let’s think of a solution together.”
- Set up a “calm corner” or provide “emotion cards” to allow a child who needs regulation to step away briefly and return once calm.
- Model repair language: “You can say, ‘I’m sorry, I didn’t mean it,’ and then we can continue the game.”

4. 语言提示与共情引导

- “你能看一下他的表情吗？他可能有点难过。”
- “你愿意等他一下再开始吗？他还没准备好。”
- “一起赢、一起玩，才是我们今天最重要的目标！”

4. Empathy and Language Prompting

- “Can you look at his face? He might be feeling a bit sad.”
- “Would you like to wait for him to get ready before we start?”
- “Playing and winning together—that’s our most important goal today!”

5. 教师语言风格建议

- 使用简洁、清晰、重复性高的指令
- 语调要温和坚定，避免指责语气
- 对每一个积极行为及时给予具体称赞，例如：“你刚刚等他说完才说话，真是一个好榜样！”

通过上述策略，教师可在游戏活动中搭建起一座“社交桥梁”，帮助典型与非典型发展的儿童在共同的互动体验中，相互理解、共同成长。

5. Teacher’s Communication Style

- Use concise, clear, and repetitive instructions
- Maintain a gentle yet firm tone; avoid blaming language
- Offer specific and timely praise for every positive behavior, such as:

- “You waited for him to finish speaking—what a great role model!”

Through these strategies, teachers can build a “social bridge” during gameplay, helping both typically and atypically developing children understand each other and grow together through shared experiences.

五、结语与理论支撑 / Conclusion and Theoretical Basis

综合来看，桌面游戏作为心理发展干预的媒介，其社交潜力正在被越来越多地挖掘。对于有社交挑战的儿童而言，游戏提供了一种“可练习的现实”，让他们在安全环境中反复演练社交规则、调节策略与语言表达，并在教师与同伴的支持中逐步内化社交能力。这不仅是教育手段的丰富，更是心理干预方式的创新融合。

In summary, board games, as a medium for psychological and developmental intervention, are increasingly recognized for their social potential. For children facing social challenges, games offer a "rehearsable reality" where they can safely and repeatedly practice social rules, regulation strategies, and language expression. With support from teachers and peers, these experiences help internalize social competence over time. This represents not only an enrichment of educational tools, but also an innovative integration of psychological intervention methods.

参考来源 / References

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