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When making games for kids, it's tempting to simply wing-it on the design. We were all children once, right? The reality is that adults are far removed from the cognitive changes and the motor skill challenges that are the hallmark of the developing child. *Designing Games for Children*, helps you understand these developmental needs of children and how to effectively apply them to games. Whether you're a seasoned game designer, a children's media professional, or an instructor teaching the next generation of game designers, *Designing Games for Children* is the first book dedicated to service the specific needs of children's game designers. This is a hands-on manual of child psychology as it relates to game design and the common challenges designers face. *Designing Games for Children* is the definitive, comprehensive guide to making great games for kids, featuring: Guidelines and recommendations divided by the most common target audiences - babies and toddlers (0-2), preschoolers (3-5), early elementary students (6-8), and tweens (9-12). Approachable and actionable breakdown of child developmental psychology, including cognitive, physical, social, and emotional development, as it applies to game design Game design insights and guidelines for all aspects of game production, from ideation to marketing

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spectrum disorder (ASD) to become critical decision makers to actively guide their child's learning and self-advocacy. Parents can use this framework to identify their child's vision and dreams, and to work with educators and service providers to establish specific learning goals and to implement effective interventions and programs that enable their child to achieve those goals and realise their vision for the future. The book begins by reviewing available research on evidence-based practice for children with ASD and outlining the Cycle of Learning decision-making framework for parents and professionals. Throughout the remainder of the book, case studies are presented to illustrate the ways in which different parents have successfully utilised this framework to develop effective plans for their child and to advocate for learning and education programs for both their child and other children with ASD in school and community settings. In addition, it highlights concrete examples of how parents have used the framework to empower their children with ASD to develop their self-awareness and self-determination, and to be able to self-advocate as they move through adolescence and into adult life.

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