# Little SPARK: Simple Play Adaptations to Reference for Kids

## Dimpl Duo

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| **Description:** | **Image:** |
| Dimpl Duo features silicone buttons, textured shapes, and shape and color names written in English and in Braille on either side.  [Purchasing Information](https://www.kaplanco.com/product/33992/dimpl-duo?c=24%7CIT1035)  [Demo Video](https://youtu.be/2gQ1TvuSFbk?t=1) | Two sides of a rectangular shaped tablet with rounded corners are shown. Each side has six round colored silicone buttons embedded on it. The buttons on one side are labeled circle, triangle, square, rectangle, diamond, and oval. Two sides of a rectangular shaped tablet with rounded corners are shown. Each side has six round colored silicone buttons embedded on it. The buttons on the other side are labeled yellow, orange, red, purple, blue, and green. |

**Who Might Benefit?**

Those who seek sensory input throughout the day, prefer movement to focus, engage in touching, poking, or fidgeting with items to calm themselves.

**Why Use?**

This colorful tablet sized toy encourages sensory exploration, tactile learning, shape learning, color learning, reading skills. Dimpl Duo can also serve as a fidget, a self-regulation tool that can increase a child’s focus and attention to the task at hand or strengthen fine motor skills through finger isolation practice.

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| Instructions for Use: | Adaptation Ideas: |
| **Environmental Considerations** Use in all settings during large group activities, small group activities, and one-on-one instruction. **Positioning & Alternate Positioning**   * Use in any position; seated, standing, on the floor, etc. with a slanted surface or propped up.   **Basic Play/Use 🡪 Play 🡪 Extended Play/Use**   * Open ended exploration 🡪 Roll a dice with colors/shapes on each side push the matching button. 🡪 Explore colors and shapes and strengthen finger isolation. | **Stabilize It**   * Use Velcro or Dycem.   **Simplify It**   * Cover columns or rows to reduce the number of buttons.   **Contain It**   * Store sensory item choices in a basket or tub.   **Add Sensory Cues**   * Label colors and shapes with print words and braille in environment.   **Communication Supports**   * Use vocabulary such as “push” “down”, “across”, “find (insert names of colors or shapes)”. * Visual supports like communication cards and social narratives can help a child communicate their feelings. |

### Words to Encourage Play/Use

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| **Color**  A grid with different colors in each square. | **Shape**A group of different shapes, blue square, yellow circle, red heart, green triangle, and orange oval. | **Find**A stick figure pointing to a red ball under a table. |
| **Touch**A child with their hand on the shoulder of another child. | **Push**Child pushing rock away. | **HelpA child kneeling on his knee and another child reaching toward the kneeling child.** |
| **Quiet Person with index finger in front of lips saying “Shh”.** | **CalmA child in a blue shirt comforting another child in a green shirt who is smiling.** | **Done**  **A child with a thumb up slightly pointed toward themself and a green circle with a white checkmark next to the child.** |

\*”Adaptations” adapted from: Haugen’s Modes for Adapting Toys based on materials from the "Let's Play" Project at the University of Buffalo

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