SPARK: Simple Play Adaptations to Reference for Kids

BB-8

(Moving Toy Switch Kit – EC COE)

Description:	Image:
The BB-8 Toy Robot is a straight-line toy that moves forward in a straight line but moves backwards in a large curve (which is how the robot changes directions). The speed of movement is fairly quick, and it cannot be adjusted to a slower speed. The toy can be used with the supplied remote controller or can be use with two switches (one for forward and one for backwards) that attach to a dual switch port pigtail located on the remote controller. The robot requires 5 AAA batteries (3 for BB8 and 2 for the remote). The robot does not produce lights or sounds.	 *(no purchasing information or user manual)*

Who Might Benefit?

Those who…

- Need high engagement activities to help with sustained attention to task. For some children remote control robots may be highly motivating because they are a special interest.
- Need to further develop directionality skills (forward and back).
- Benefit from simple cause and effect activities in which the child does something (pushes a switch or button) and the toy instantly moves.
- Have fine or gross motor challenges and are unable to engage in typical moving toy play activities. They may have difficulty getting down on the floor, moving on the floor, reaching, grasping, and/or manipulating.
- Have motor or communication challenges such that they may be future candidates for a power wheelchair, communication device or computer where alternate access could be via switch access.

Why Use?

Provides an opportunity to…

- Engage in remote control toy play.
- Participate in visual tracking activities.
- Engage in cause-and-effect play.
- Develop an understanding of directionality (under, over, beside, in front, behind etc.).

Instructions for Use:	Adaptation Ideas:
Environmental Considerations • A large space will be needed in which to use the remote-controlled robot, so the child is not running the robot into other children. • Initially the large space should be relatively flat and smooth for the most success in using the remote-controlled robot. **Positioning** • Children typically play with toys on the floor moving into and out of a variety of positions while playing. Make sure the child can see the toy and can freely move into and out of a variety of positions (e.g. on belly, sidelying, sitting, kneeling, crawling, etc.) while playing with the toy if able. **Alternate Positioning** • Place the robot on a table or similar surface so the user can see the toy at eye level. Be careful the robot does not fall off the table (see containment options below if you need the robot at eye-level). **Basic Play/Use** • Encourage the child to activate the remote control robot to experiment with cause and effect (stopping and starting the toy), moving the robot both forward and backwards, and moving their body along with the toy if possible. **Extended Play/Use** • For children who do not have the motor ability to play movement games, use the remote control robot to play Red Light Green Light as a way to represent the child's stopping and starting movements in the game. • Cardboard or foamboard representations of any object could be taped onto the sides of BB8 to extend pretend play for other interest areas (cardboard firetruck, animals, dinosaur, etc.)	**Optional Additional Materials/Supplies** • Foam board • Velcro • Table • Dycem **Stabilize It** • The switch can be secured to the table with Dycem, other non-skid material or Velcro if needed • The switch could also be secured with a switch mount that attaches to a table or wheelchair tray. Switch Mounting Systems can be borrowed from the OCALI lending library **Contain It** • Use a large tray with sides secured to the table with non-skid material, hula hoop covered with pool noodles and secured to the table, or box with the sides cut down and with non-skid material or secured to the table so the child can see into the box to contain the robot if placed on a tabletop surface or even on the floor. **Add Sensory Cues** • The switch face could be enhanced with puffy paints, stick on puffy stickers, or textured fabric. **Communication Support** • Visual supports (non-transient cues) such as directionality cards (stop, go, etc.) can be used to pair with verbal labels (transient cues) provided to the child to help them learn about the way things and people move in space. **Alternative Uses** • Attach a marker to BB8 with tape or Velcro and place the toy on a large sheet of paper for a freeform drawing activity.

• Because BB8 moves in a straight line forward it could be used for the child to indicate responses among several items by stopping on the correct response (e.g. Is it hot, cold, or warm outside? How many are there? Find the blue circle, etc.). The child moves BB8 forward passing each choice until reaching the correct response and then stops. Play/Use with Others • Encourage the child with the remote-control robot to play with other children during typical floor play scenarios. • Have another child build up a tower of blocks then ask the child with the remote-controlled toy to move the toy to knock down the tower.	

Additional Resources:

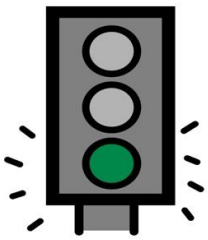
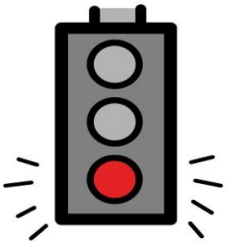
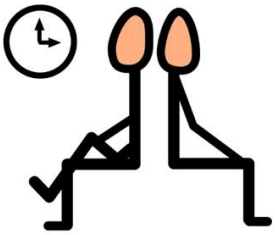
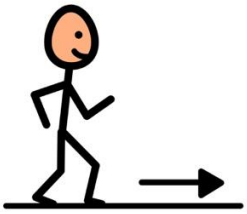
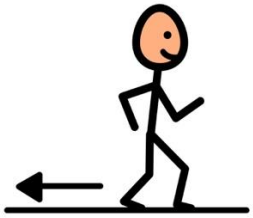
OCALI Grab and Go Gallery of Resources: Turn Taking

OCALI Grab and Go Gallery of Resources: What to Do Cards

Ohio Early Learning Standards

- SC: Science Inquiry and Application: Develops ability to reason about cause and effect. (1.b.)
- CO: Cognitive Development: Demonstrates increasing ability to think symbolically (2.a.).

Words to Encourage Play/Use

Go 	Stop 	Help 
Stay 	Wait 	Forward 
Backward 		

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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