

SPARK: Simple Play Adaptations to Reference for Kids

Dimpl Duo

Description:

Dimpl Duo features silicone buttons, textured shapes, and words written in English and in Braille. One side has buttons embossed with shapes, labeled with shape names in English and Braille; the other side has smooth colored buttons with the colors labeled in English and Braille.

[Purchasing Information](#)

[Demo Video](#)

Image:



Who Might Benefit?

Those who...

- Seek sensory input throughout the day.
- Can't sit still or maintain focus.
- Tend to mouth or chew their clothing.
- Need alternatives to touching things they have been asked not to.
- Have a weak or inefficient grasp.
- Engage in touching, poking, or fidgeting with items to calm themselves.
- Need to develop finger isolation or strength in order to use other learning materials such as using apps on an iPad.
- Need visual and auditory materials to support attention to activity.

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.

Provides an opportunity to...

- Explore the feel of the silicon buttons and textured shapes.
- Practice finger isolation by poking.
- Strengthen fine motor skills.
- Fidget quietly to help maintain focus.

Instructions for Use:	Adaptation Ideas:
Environmental Considerations • Use during large group activities, small group activities, and one-on-one instruction. • Use at home or in school. • May be helpful during transitions. Positioning • Use in any position; seated, standing, on the floor, etc. Alternate Positioning • Prop on a slanted surface (ex. notebook) and stabilize for easier viewing and access. Basic Play/Use • Open ended exploration (e.g., push, poke, flip to other side). • When used as a fidget, Dimpl Duo can be selected by or provided to a child during small or large activities when focusing or keeping hands to self is a challenge. Play/Use • Work on turn taking. Have children draw a number from 1-6, then push that number of buttons before passing it to the next child. • Recreate Dimpl Duo colors and/or shapes on dice. Have the children take turns rolling the dice and locating the color or shape on the tablet. Extended Play/Use	Optional Additional Materials/Supplies • Velcro • Dycem or cabinet shelf liner Stabilize It • Use Velcro or Dycem to stabilize Dimpl Duo for children who may push it out of reach when attempting to poke the buttons. Simplify It • Cover columns or rows to reduce the number of buttons during exploration or when the child is working on shape or color identification until they experience success "popping" buttons. Contain It • Store sensory item choices in a basket or tub. • Determine boundaries for use when being used as a fidget (ex. on lap). Add Sensory Cues • Emerging braille readers should have opportunities to discover braille words in their environment, including the colors and shapes labeled with print words and braille. Communication Supports • Guide possible selections with pointing; use vocabulary such as "push" "down", "across", "find (insert names of colors or shapes)".

- In addition to use as a fidget, Dimpl Duo can be used to explore colors and shapes.
- Work on finger isolation and strengthening while poking the various buttons.

- Visual supports (non-transient cues) such as communication cards can be used for the child to communicate if a fidget or other sensory support is needed because they are feeling (e.g. anxious, angry, calm, squirmy) or to communicate to the child where to keep the fidget (e.g. hand, lap, table).
- Social stories with themes related to when to request and how to use a fidgets may be useful.

Alternatives

- Use to teach names of colors and shapes.
- Make a set of playing cards with colors and shapes and have child draw a card and find the color or shape. Increase the level of difficulty by creating a set of cards with the color or shape words so that the child must match the word to the color or shape on the Dimpl Duo tablet.

DIY Alternatives

- Purchase pop fidgets at discount or Dollar stores.
- For additional DIY ideas, see [31 DIY Fidget Toys That Are Easy and Inexpensive to Make](#) from weareteachers.com.

Additional Considerations:

- Not all fidgets will increase attention.
- Fidgets may be distracting at first.
- Allow all children to explore the fidgets prior to use.
- Explain to children that everyone needs different things to help them learn.
- Offer and choose fidgets with the specific child in mind.
- Limit choices and observe whether the choice is a support or a source of distraction.
- Create an individual or class Social Story describing how fidgets should be used as *tools*, not *toys*.
- For older children, consider a Fidget Contract (See Additional Resources).

Resources:

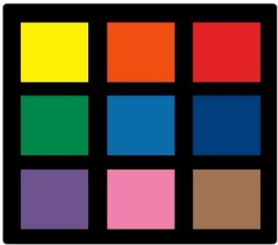
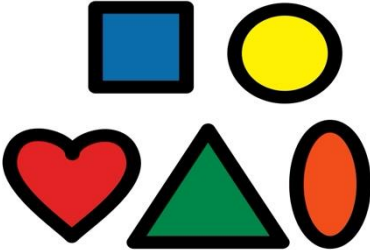
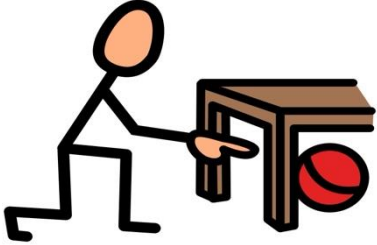
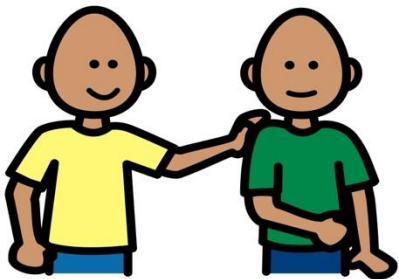
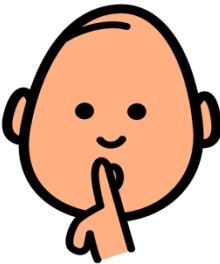
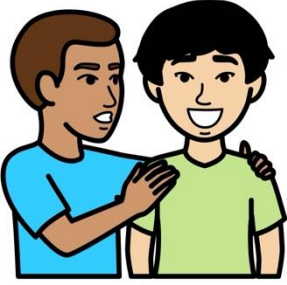
- [The Dos and Don'ts of Fidgets for Kids](#) from Understood.org.
- See [Health and Wellness Narratives](#) from OCALI's Autism Center Grab and Go Resource Gallery of Interventions.

- For further information, visit the [Social Narratives Autism Internet Module](#).
- Like Social Stories, Power Cards teach and reinforce academic, behavioral, organizational, and social skills. [Power Cards](#) are visual supports that include an individual's special interest. See Power Cards from OCALI's Autism Center Grab and Go Resource Gallery of Interventions.
- [Reminder Cue Cards](#) from OCALI's Autism Center Grab and Go Resource Gallery of Interventions help teach and remind individuals how to engage in positive behaviors. Reminder Cue Cards provide "what to do" suggestions when an individual is feeling anxious, stressed, or confused. They also support interactions with peers, and offer ways to self-regulate, and manage emotions.
- [Dimple Duo: Toy to Develop Finger Strength](#). Children with visual impairments need strong fingers to produce braille, and to create gestures used with technology.

Ohio Early Learning Standards:

- SE: Self-Regulation. Begins to manage emotions and actions (2.a.).
- AL: Engagement and Persistence: Persists in completing a task with increasing concentration (1.c.).

Words to Encourage Play/Use

Color 	Shape 	Find 
Touch 	Push 	Help 
Quiet 	Calm 	Done 

*"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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