# The Early Childhood Inclusion Center of Excellence logo of just “us” in blue with the sun above it.

# SPARK: Simple Play Adaptations to Reference for Kids

## Ultimate Fidget Fidgipod

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| **Description:** | **Image:** |
| Five inch in diameter fidget tool featuring 100's of soft rubbery spiky bristles on the top, chunky sensory spokes around the rim, and a 1" deep spider-web design on the bottom that offers crevices, craters and sensory finger compartments. Fidgipods have a non-skid bottom that keeps them securely in place on a flat surface.  [Purchasing Information](https://shoponline.pfot.com/fidgipod.html) | Round rubbery disk with spiky bristles on top and spokes aroud the rim. |

### Who Might Benefit?

Those who…

• Are learning or need support with self-regulation.

• Need quiet, self-directed activities throughout the day to regroup.

• Can’t sit still or maintain focus.

• May need to touch or fidget to focus.

• Seek sensory input throughout the day.

• 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 appropriate tactile materials to support attention to activity.

### Why Use?

Provides an opportunity to…

• Explore opportunities for self-regulation.

• Engage in quiet exploration and self-calming activities.

• Explore feeling/sensation.

• Work on eye hand coordination skills, such as tossing and catching.

• Fidget quietly to help maintain their focus.

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| Instructions for Use: | Adaptation Ideas: |
| **Environmental Considerations**   * Use during large group activities, small group activities, and one-on-one instruction. * Use at school, home, or the community. * May be helpful during transitions.   **Positioning**   * Use in any position; seated, standing, on the floor, etc.   **Basic Play/Use**   * Open ended exploration (ex. touch, poke). * This fidget 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/ with Others**   * Take turns playing an “I Can” game (e.g. I can poke it with my fingers). | **Optional Additional Materials/Supplies**   * Velcro   **Stabilize It**   * Construct handle or wrist loop to aid in grasping. * Velcro to a vertical surface for exploration.   **Contain It**   * Place in a small open container so the child can explore it by brushing it with their hands. * Store sensory item choices in a basket or tub. * Determine boundaries for use when being used as a fidget (ex. on lap).   **Communication Supports**   * Visual supports (non-transient cues) such 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.   **DIY Alternatives**   * Purchase inexpensive textured balls at discount stores or pet stores. * Make squeeze balls by filling latex free balloons with various textures such as water beads, lentils, play doh, etc. * Substitute or make bean bags. * For additional [DIY ideas see 31 DIY Fidget Toys That Are Easy and Inexpensive to Make](https://www.weareteachers.com/diy-fidgets/) from weareteachers.com |

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| 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 below).  Resources:  * [The Dos and Don’ts of Fidgets for Kids](https://www.understood.org/en/articles/dos-and-donts-fidgets-kids) from Understood.org. * See Social 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.  Ohio Early Learning Standards:  * SE: Self-Regulation: Begins to manage emotions and reactions (2.a.) * AL: Engagement and Persistence: Persists in completing a task with increasing concentration. (1.c.). |

**Words to Encourage Play/Use**

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| **Touch**  A child with their hand on the shoulder of another child. | **PokeA finger poking a red block.** | **Calm** A child in a blue shirt comforting another child in a green shirt who is smiling. |
| **Quiet**Person with index finger in front of lips saying “Shh” | **HandsTwo hands, right and left next to each other.** | **Fingers**A close up of the fingers on a right hand. |
| **HelpA child kneeling on his knee and another child reaching toward the kneeling child.** | **OnA black circle sitting on top of a black line.** | **OffA black arrow pointing to a circle that is away from the black line.** |

\*”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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