SPARK: Simple Play Adaptations to Reference for Kids

Liquid Motion Bubblers

(Adapting the Environment for Multi-Sensory Access – EC COE)

Description:	Image:
Liquid Motion Bubblers come in three shapes, a cylinder, a faceted hourglass, and a flattened tube, all of which are flat on either end so that they can be stood upright. The hourglass has a polar bear on one end and a penguin on the other. When the hourglass is placed upright, either the penguin or the polar bear appears to be sitting on the blue liquid inside as it flows from the top of the hourglass to the bottom. Made of durable and smooth transparent plastic, these bubblers are safe to use for children's soft hands. The narrow parts are perfect for their small hands to grip. At 0.22 and 0.69 pounds, these are very lightweight to carry around.	 Purchasing Information Demo Video

Who Might Benefit?

Those who…

- Are learning or need support with. self-regulation.
- Need quiet, self-directed activities throughout the day to regroup.
- May need to touch or fidget in order to focus.

Why Use?

Provides an opportunity to…

- Explore opportunities for self-regulation.
- Engage in quiet exploration and self-calming activities.

Instructions for Use:	Adaptation Ideas:
Environmental Considerations • Provide an opportunity for self-directed exploration, then shake, tip, or swirl each bottle individually • Invite the child to think about or describe how exploring the bottles make them feel. • These bottles might be best used individually in a quiet area of the classroom.	**Optional Additional Materials/Supplies** • Dycem • Shelf liner **Build It Up** • Use Dycem or shelf liner around the middle of the bottle to build up the gripping surface or provide additional tactile cues. **Stabilize It**

- Bottles can be explored everywhere such as the library, schools, classrooms, offices, in the car, bus or plane. Because of the small size, they are great travel toys and can fit in small pockets, purses and bag slots.

Positioning

- These bottles can be explored in just about any position where they can be reached and viewed.
- Bottles can be handheld or placed on either end on a flat surface.

Basic Play/Use

- Shake, tip or swirl the bottles and watch the contents move and settle.

Extended Play/Use

- Bottles could be used to play color identification activities.
- Bottles could be explored and used in conjunction with a light box.

Play/Use with Others

- Children could take turns drawing cards with color or color words printed on them, then selecting the corresponding bottle and flipping it. When the colored bubbles settle, the next child takes a turn.

- Use a shallow box or cylindrical holder with children who have difficulty holding or setting bottles upright to view the action inside.

Simplify It

- Introduce only one bottle at a time.

Contain It

- Use a shallow box to contain bottles so they don't scatter during vigorous exploration.

Add Sensory Cues

- Use with a Light Box.
- Listen to quiet music while demonstrating, exploring Liquid Motion Bubblers.
- Provide a solid color backdrop or a shoebox standing on one end so that children can see the bubble action clearly.

Communication Support

- 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 fidgets may be useful.

Alternative Uses

- Use as simple timers (ex. "When colored bubbles settle, it's time to…".).
- As a whole group activity, graph children's color preferences, or how specific colors make them feel.
- Use viewing bottles as a whole group transition activity, or to settle prior to story or circle time.

DIY Alternatives

- How to make a sensory bottle video.
- For additional DIY ideas see 31 DIY Fidget Toys That Are Easy and Inexpensive to Make from weareteachers.com
- DIY Light Box video.

Additional Considerations:

- Bottles and their actions may be distracting at first.
- Explain to children that everyone needs different things to help them learn.
- It may be necessary to develop rules for use of sensory bottles as "tools, not toys" (ex. No throwing).

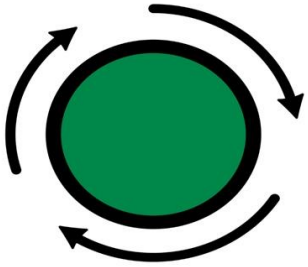
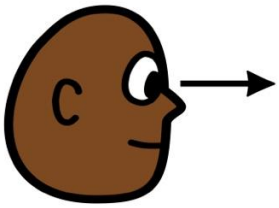
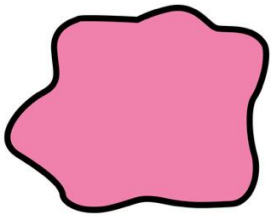
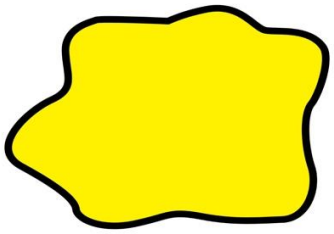
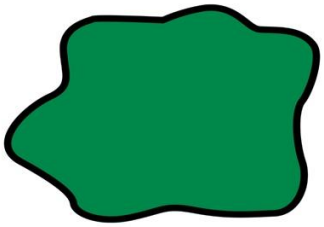
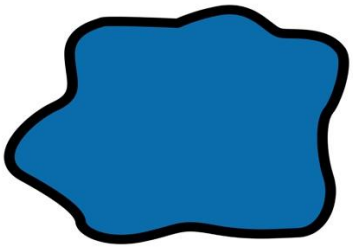
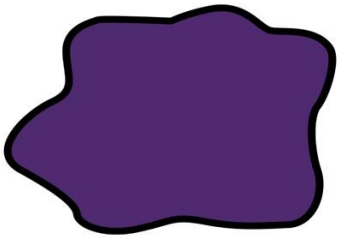
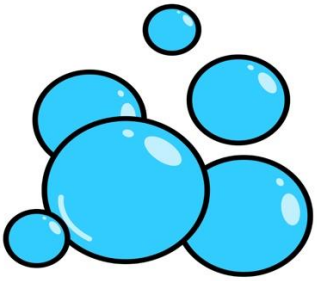
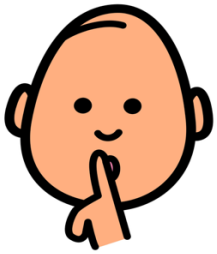
Additional Resources:

- Understanding Sensory Processing Challenges in Your Child from Understood.org.
- The Dos and Don'ts of Fidgets for 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 actions (2.a.).
- AL: Engagement and Persistence: Persists in completing a task with increasing concentration (1.c.).

Words to Encourage Play/Use

Turn 	Look 	Shake 
Pink 	Yellow 	Green 
Blue 	Purple 	Bubbles 
Quiet 	Wait 	

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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