

SPARK: Simple Play Adaptations to Reference for Kids

Rainbow Liquid Sensory Viewers

Description:

Set of 5 durable plastic viewers in 5 colors; each viewer measures 5 3/4" tall.

[Purchasing Information](#)

[Demo Video](#)

Image:



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:

Environmental Considerations

- Use individually in a quiet area of the classroom. They can also be used on-the-go.

Positioning

- Explore in just about any position where they can be reached and viewed.

Basic Play/Use

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

Extended Play/Use

- Play color identification activities.
- Explore and use 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

Adaptation Ideas:

Optional Additional Materials/Supplies

- Dycem or Cabinet Shelf Liner

Build It Up

- Use Dycem or shelf liner around middle of the bottle to build up gripping surface or provide additional tactile cues.

Stabilize It

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

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 Light Box.

and flipping it. When the colored bubbles settle, the next child takes a turn.

- Listen to quiet music while demonstrating and exploring.

Communication Supports

- 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 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:

- These 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).

Resources:

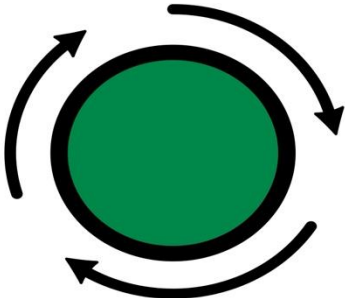
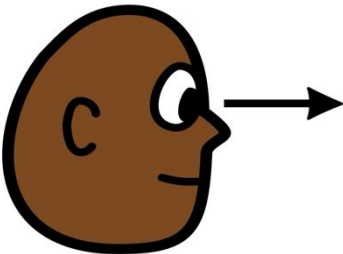
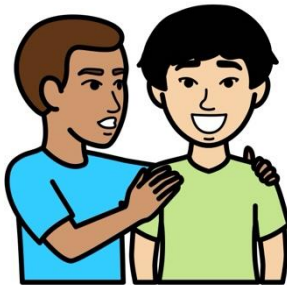
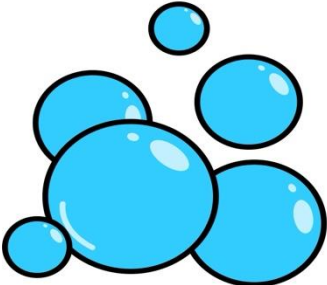
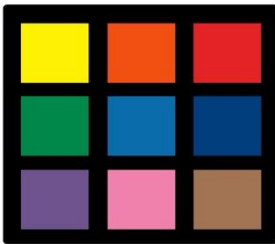
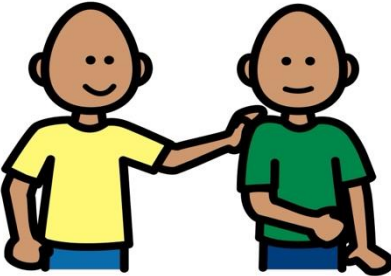
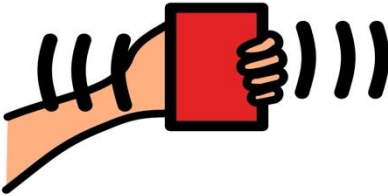
- [Understanding Sensory Processing Challenges in Your Child](#) from Understood.org.
- [The Dos and Don'ts of Fidgets for Kids](#) from Understood.org.
- See [Health and Wellness Narratives](#) from OCALI's Autism Center Grab and Go Resource Gallery of Interventions.
- For further information, visit 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.

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 	Calm 
Wait 	Bubbles 	Color 
Help 	Touch 	Shake 

*"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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