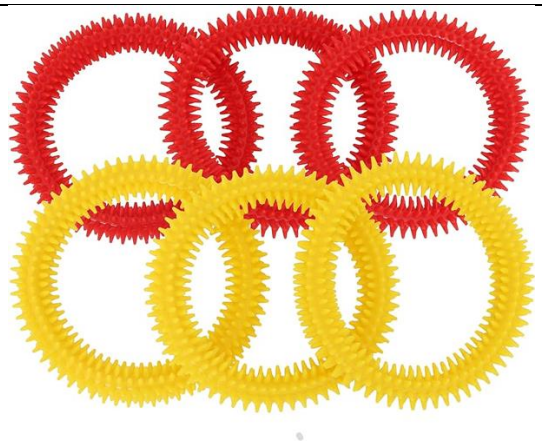
SPARK: Simple Play Adaptations to Reference for Kids

Sensory Twists

Description:	Image:
This item consists of six (three yellow and three red) 6.75" in diameter spiky PVC rings weighing 4 oz. each. Surface wash; air dry. Purchasing Information Demo Video	

Who Might Benefit?

Those who…

- Seek sensory input throughout the day.
- Have difficulty sitting still or maintaining 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.

Why Use?

Sensory Twists are spiky rings that can be squeezed, twisted, and grabbed. They can provide gentle sensory input. The yellow rings offer medium resistance while the red rings offer soft resistance. They 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 spiky ring.
- Strengthen their grip by twisting, pulling apart, and rotating the plastic loop.
- Work on 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 school, home, or the community. • May be helpful during transitions.	**Optional Additional Materials/Supplies** • Velcro **Build It Up** • Wrap rings with fabric or foam pipe insulation to increase the diameter of the grasping surface.

Positioning

- Use in any position; seated, standing, on the floor, etc.

Basic Play/Use

- Open ended exploration (ex. touch, twist, pull, squeeze).
- When used as a fidget these rings can be selected by or provided to a child during small or large activities when focusing or keeping hands to self is a challenge.

Extended Play/Use

- Ring toss.
- Make a DIY Corn Hole Game.

Play/Use with Others

- Playing catch with a partner.
- Play Hide and Seek with rings.

Add Sensory Cues

- 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 fidgets may be useful.

DIY Alternatives

- Purchase inexpensive stretchy headbands at discount 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 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.

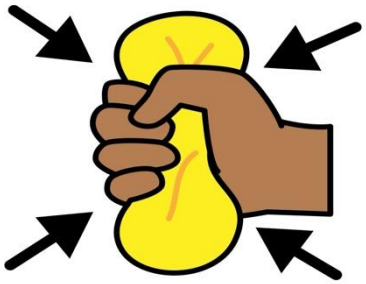
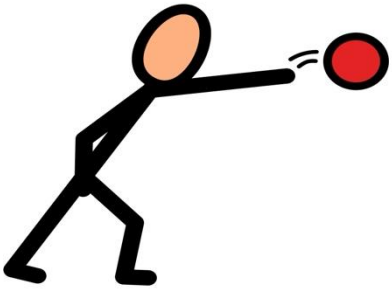
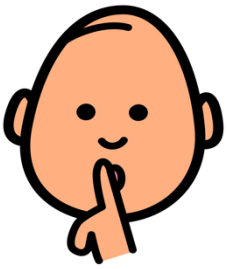
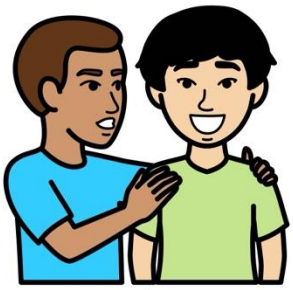
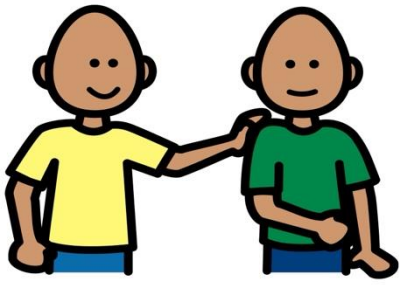
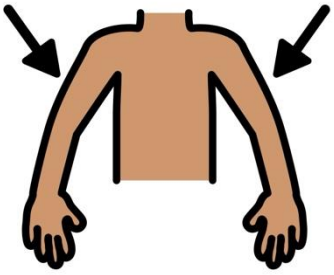
See Power Cards from OCALI's Autism Center Grab and Go Resource Gallery of Interventions.

- 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

Push 	Pull 	Squeeze 
Twist 	Toss 	Quiet 
Calm 	Touch 	Arms 

*"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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