SPARK: Simple Play Adaptations to Reference for Kids

Tangle Junior

Description:	Image:
Tangle Jr. is small, smooth and colorful. It has multi-colored segments that are joined together to twist, turn, and move. It can be used with one or two hands together. This is considered a quiet fidget. Purchasing Information	

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.
- Are learning or need support with self-regulation.
- Engage in touching, poking, or fidgeting with items to calm themselves.
- Need quiet, self-directed activities throughout the day to regroup.

Why Use?

Provides an opportunity to…

- Strengthen grip by twisting, turning, and rotating the interlocking segments.
- 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, child care setting, home, or the community. • May be helpful during transitions. **Positioning** • Use in any position; seated, standing, on the floor, etc. **Basic Play/Use**	**Optional Additional Materials/Supplies** • Painters tape **Contain It** • Store sensory item choices in a basket or tub. • Determine boundaries for use when being used as a fidget (e.g. on lap). • Attach toy straps or links to attach to chair frame so it doesn't fall on the floor. **Add Sensory Cues** • This fidget is offered in a couple of other options that provide a different size and

• Open ended exploration (ex. touch, twist, pull, squeeze). • When used as a fidget it can be selected by or provided to a child during small or large group activities when focusing or keeping hands to self is a challenge.	other textures. The additional options can be commercially purchased if needed by the child. 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. 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.
- For older children, consider a Fidget Contract (See Additional Resources).

Resources:

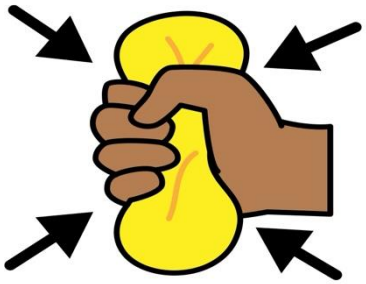
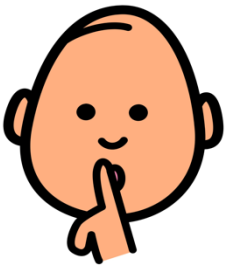
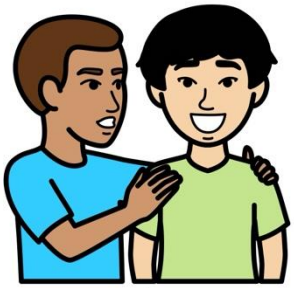
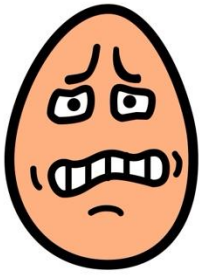
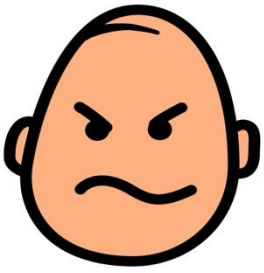
- The Dos and Don'ts of Fidgets for Kids from Understood.org.
- See Health and Wellness Narratives from OCALI's Autism Center Grab and Go Resource Gallery of Interventions.
- For further information, visit the Social Narratives Autism Internet Module.
- Like Social Stories, Power Cards teach and reinforce 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.

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

Push 	Pull 	Squeeze 
Twist 	Quiet 	Calm 
Anxious 	Angry 	Help 

*"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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