



Playground project: Analysis of WonderWorx Equipment

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The purpose of this document is to provide therapists and other interested people with information regarding the therapeutic value of equipment manufactured by WonderWorx. Three pieces of equipment are highlighted, the WonderChime Seesaw, the WonderSwing and the WonderDish. This information is appropriate for use by professionals for planning therapy sessions for clients with Sensory Processing Disorder.

WonderChime Seesaw

Description of equipment: The WonderChime Seesaw builds on the seesaw of “yester-year” but has specific improvements over the old-fashioned see saw. The equipment accommodates young children through adults and is suitable for people of all ages. The plastic seats and handles are ergonomically crafted for enhanced comfort. During movement up and down, the superballs inside the WonderChime Seesaw produce lovely and mellow harmonic-type sweet-sounding tones that are tuned to a minor diminished chord. There is ongoing visual activity when the balls move up and down in the channel when the See Saw goes up and down. The seesaw provides structured opportunities for social interaction as two children can sit on the seat areas and additional children can participate by standing nearby and engaging with the seated users. In addition, there is an opportunity to explore the following senses in terms of their ability to produce a calm, predictable state of arousal preceding the 1. motion; balance and fulcrums, 2. sound; percussion and pitch and, 3. sight; speed and timing.

Specific goal areas impacted by the WonderChime Seesaw.

1. Providing endless opportunities for children to have fun and engage in a wide range of strategic, developmentally appropriate play. Actions/games with the WonderChime See Saw range from the sheer enjoyment of moving up and down to cooperative games with a peer. At earlier developmental stages, a child can enjoy the WonderChime



Seesaw because they can sit across from another child, watch and imitate the movement that makes the seesaw go up and down. As they get older children begin to create games on the WonderChime Seesaw (fast, slow, producing different rhythms and initiating make-believe play (a trip into outer space). Opportunities exist for cooperative games as well as problem solving with specific roles and rules (e.g. who starts the movement, how fast will they go, how many blast offs can they do in a certain time limit etc.).

2. **Sensory systems:** The WonderChime Seesaw is a safe and playful way to provide simultaneous stimulation to the vestibular, proprioceptive, auditory and visual systems. Safety is provided by the ergonomically designed seats and handlebars, which provide support for the children. A child new to this movement can sit at one end with their feet on the ground for enhanced security. The sound and visual stimulation can motivate a child to try to produce the movement they might otherwise avoid. The amount of movement can be adjusted for the individual needs of the children.

Vestibular stimulation is important in development because it provides information about spatial orientation, balance, and the ability to maintain a stable visual image with head movement. In other words as the see saw moves up and down, the environment should remain stable (and not move up and down with the see saw). The conjunction of visual, vestibular, and to some extent other systems, such as the proprioceptive system, are required to maintain an upright position against gravity on the SeeSaw as they do in so many stable and unstable postures. Additionally, due to connections with the reticular activating system, vestibular sensations affect arousal. Thus, the SeeSaw activities can be useful in manipulating the child's state of arousal. Fast or unpredictable movement will increase arousal and slow or rhythmical / predictable movement will decrease arousal. This piece of equipment also stimulates the balance centers which are controlled by the above described sensory systems.

3. **Social and Emotional Development and Communication:** The WonderChime Seesaw provides great opportunities for social interaction among children. The structured seating allows two children to ride at the same time but at the same time reduces their physical proximity to one another. Other children can enter into the play by watching and describing the sounds and sights of the balls striking the tuned chimes. Physical proximity can be increased based on where the child is playing (e.g. sitting on the seat or standing beside). Increased vocalization, spontaneous verbal communication and non-verbal interactions among children are more likely during movement, sound and



visual activities rather than stationary, or during unisensory activities. Opportunities for fun and successful peer interactions produce increased self-confidence and self-esteem.

4. Attention, activity level, impulsivity: The WonderChime Seesaw has four sources of sensory input, vestibular, proprioceptive, auditory and visual. The vestibular system influences both attention and alertness through connections with the reticular formation. Thus, if used specifically to affect arousal, the movement provided by the WonderChime Seesaw can help increase attention to tasks performed right after movement on the equipment. Additionally, the rhythmical up and down movement along with the sound of the chimes, can have a calming effect, which contributes to more focused and sustained performance.
5. Motor: The WonderChime Seesaw is a useful piece of equipment for developing the postural pieces: balance, muscle strength, and endurance; and the praxis pieces: motor coordination, and motor planning. Children can practice balance skills in a sitting position with both predictable and unpredictable stops and starts to the movement. Core stability is enhanced and endurance increases with repeated exposure. Organization of movement in space and sequencing upper and lower body movements improve as a result of this play opportunity.

How does equipment specifically relate to intervention of Sensory Processing Disorder Subtypes:

Sensory Over-Responders: For children who are over-responsive to movement or display fear in response to movement activities, the WonderChime Seesaw provides an opportunity to gradually engage the vestibular system when up and down slow movements are used in small amounts that are gradually increased. The child can control the up and down movement and can decide how high to go and how much their feet to leave the ground. Children can start by sitting on the WonderChime Seesaw with their feet touching the ground as they slowly adjust and adapt to the movement experience. Additionally, the ergonomically designed seat and handlebars help children with sensory over-responsivity feel safer and more secure while moving. The addition of the sounds and sights from the moving balls adds a multi-sensory component. The rhythmical nature of the sound, sight and movement can help reduce the over-arousal that often results from over-responsivity.



Sensory Under-Responders: The multisensory nature of the WonderChime Seesaw can help by providing alerting input to children who have sensory under-responsivity. This might be a useful preparatory activity before engaging in other playground activities. It can raise the general arousal level of the child by using slow up and down movement stimulation in gradually increasing and by alternating the speed and direction of the movement. It is essential however to continually assess the child's arousal level and stop before he/she gets too excited.

Sensory Cravers: These children tend to be on the go. When they obtain sensory stimulation, it tends to disorganize them. The WonderChime Seesaw can provide more organized movement experiences for the sensory craver. Rather than engaging in continuous movement, interrupted stop and start activities can be provided by the WonderChime Seesaw. Encouraging the child to attend to the sounds and the movement of the balls insures maximum participation/ control (making sure to stop and start every five seconds or so).

Postural Disorder: Activities on the WonderChime Seesaw may be particularly beneficial for children with Postural Disorder. The vestibular stimulation helps to facilitate increased muscle tone in individuals who do not have good core stability. If the child lacks sufficient postural control to engage in other forms of movement activities, the WonderChime Seesaw provides slow and simple up and down movement in a sitting position, making even the most "floppy"/weak child able to participate in a developmentally appropriate movement activity.

Praxis: Simple motor planning demands are made by just getting ready to use the WonderChime Seesaw. This is a good activity for children to learn how to act within the environment, spatially move around constraints within the environment and sequence their body movements to appropriately meet the demands of the environment. For example, getting in and out of the seats, maneuvering around other children seated in the WonderChime Seesaw and/or pushing the WonderChime Seesaw as it turns are good motor planning activities. If necessary, the therapist can break down the WonderChime Seesaw demands for them helping to determine what might be needed to help get on, how and where to sit; how fast or slow to go up and down, how frequently to go up and down.

Discrimination: Games can be developed on the WonderChime Seesaw to enhance a child's vestibular, auditory and visual discrimination abilities. For example, the child can be asked whether the seesaw is going up or down, fast or slow, or to describe their body position when their eyes are closed. Additionally the child can be asked about the sounds of the various notes, the volume, the pitch, as well as the speed and timing of the sound and movement of the balls.



Summary of Therapeutic Benefits of the WonderChime Seesaw

Sensory components of the equipment: How equipment addresses underlying sensory needs

Vestibular system	Provides information about spatial orientation, balance and visual fixation	Affects state of arousal	Contributes to increases in postural tone and motor control
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Sensory Processing Disorder Subtype: How equipment is used to treat children with this subtype

Sensory Over-Responsivity	SOR to movement: Child can control speed of seesaw, child can sit with feet touching the ground, side wall and back support help child feel safe and secure during movement
Sensory Under-Responsivity	SUR: The WonderChime Seesaw can be used to increase arousal and may be a useful as a preparatory activity for children prior to other playground activities. Adding auditory input while moving can further increase arousal (e.g. singing while spinning)
Sensory Craving	SC to movement: The WonderChime Seesaw can provide more organized movement experiences for kids with SC. Interrupted stop and start movements are best for Sensory Cravers as well as adding a cognitive component to make the movement activity meaningful (e.g. child counts while spinning).
Postural Disorder	The vestibular stimulation provided by the The WonderChime Seesaw can facilitate increased postural tone and core stability. The WonderChime Seesaw provides ergonomic support (seat and handlebars) so that the child can engage in developmentally appropriate activities
Dyspraxia	The WonderChime Seesaw facilitates simple motor planning. The equipment addresses challenges in spatially orienting body to the equipment as well as sequencing body movements to successfully get

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	on and off.
Sensory Discrimination Disorder	Games can be developed to enhance a child's vestibular, auditory and visual discrimination such as differentiating direction of movement (e.g. right vs left), speed of movement, loudness and pitch of the sound, etc.

Functional outcomes addressed: How equipment facilitates social, emotional, behavioral improvements

Social Emotional	Facilitates engagement with peers Increases physical proximity Promotes a shared experience and shared joyfulness	Movement increases language Facilitates spontaneous verbalizations	Comfort and confidence in movement increases feelings of self-confidence and self-esteem
Attention, Impulsivity, Activity Level	Influences alertness and thereby increases attention	Can decrease hyperactivity by including many stop and go sequences	Can decrease impulsivity by having kids work on stop and go



WonderSwing

Description of equipment: The WonderSwing is an innovative piece of equipment for children ages 5 -12 years. The WonderSwing combines music and motion. It is engineered with an air compressor that converts the airflow from swinging to musical notes that can be played by covering and uncovering sound holes located on the swing's handhold while the child swings.. Movement speed and height can be graded to suit the child's responsivity and bilateral coordination. The music component is calming and soothing to the child and contributes to the regulation of arousal levels during use. The left side handhold is ergonomically designed for musical note play. The equipment facilitates the development of bilateral motor coordination, core stability, and upper and lower body control.

Specific goal areas impacted by the WonderSwing:

1. Play: The WonderSwing is a unique piece of equipment that provides opportunities for children to develop confidence in their motor skills while exploring the ability to produce various musical notes. Play experiences can focus on independent exploration for children who aren't ready for cooperative games with peers. A child can enjoy the WonderSwing because they can be on the playground near other children but not be required to interact. Sitting on the swing makes it possible for children to watch and learn from others. Opportunities for social interaction can be introduced as children take turns on the swing and produce different musical compositions. Games can build on pretend themes and add challenges related to the speed and height of movement. The WonderSwing promotes cooperative play through the development of shared goals. Each individual can work on reciprocal play, turn taking and pretend themes. The ability to produce music encourages the child to continue to swing and to practice what might be a more challenging motor pattern than previously attempted.. Gradually there can be a sense identification with peers as the child's success and self-confidence increases.
2. Sensory systems: – The WonderSwing provides sensory feedback necessary for the development of body awareness and awareness of body in space. These activities engage the foundational senses: tactile, proprioceptive and vestibular. Touch/tactile sensation is experienced from feedback received when grasping and moving fingers along sound holes on the swing's handhold. Proprioceptive sensation is utilized when grading movements of the upper extremities for manipulation of the sound holes and of



the lower extremities planning and sequencing the movements necessary for pumping the swing, especially if they can do the movement without visually monitoring the position of the limbs on the swing. The vestibular system provides necessary information about where the child is in relationship to gravity as he/she moves forward and backward / up and down during the swinging motion. An additional benefit of the WonderSwing is the auditory component resulting from the music produced during movement. The music adds a calming effect particularly for children who are over-aroused.

3. **Social and Emotional Development:** The WonderSwing provides a natural environment for social emotional development through graded introduction to play with peers. The structure allows a child to engage in solitary play prior to engaging with multiple children. There are opportunities to observe other children at play and watch other children on the playground. Once able to establish relationships with peers, then teamwork and group problem-solving can naturally emerge.
4. **Attention, activity level, impulsivity:** Cognitive engagement using the sound holes (on the swing handhold) may help some children focus their attention away from the motor demands of the swing to facilitate more automatic activity. Engaging executive skills such as active problem solving, goal-directed persistence and organizational abilities can also help decrease activity level and impulsivity thus enhancing the likelihood of more successful use of the WonderSwing.
5. **Motor:** The WonderSwing is a great piece of equipment for improving motor skills by engaging the large muscles of the body in tasks requiring balance, core stability, bilateral upper and lower body coordination and endurance. Planning and sequencing body movements are necessary through practice and repetition of the activity moving forward and backward at varying speeds and heights. Isolated control of finger movements are necessary for covering and uncovering the sound holes when producing music.

How does equipment specifically relate to intervention of
Sensory Processing Disorder Subtypes:

Sensory Over-Responders: For children who are over-responsive to vestibular input, the WonderSwing challenges the child to move to a location that is higher off the ground against gravity while still controlling how close their feet are to the ground and controlling their general range of motion of movement. The musical notes provide an added benefit of focusing the



child's attention away from the movement stimulus and more toward the auditory stimulus. As confidence and security increase, the child can swing higher, faster, and longer.

Sensory Under-Responders: The WonderSwing is an attractive, enticing piece of equipment that can facilitate social interaction. The multisensory nature of the equipment can help increase arousal and responsivity of children who are under-responsive. Interactive play with other children or adults such as stopping and starting activities can be used to enhance the play of children with sensory under-responsivity.

Sensory Cravers: The vestibular, tactile and proprioceptive input provided by the WonderSwing can help children who are sensory cravers to move into an alert calm state. Additionally, the rhythmical movement along with the tones and music produced by the covering and uncovering the sound holes can also be calming. Resistance can be added to the muscles and joints while pumping the swinging, as well as establishing meaningful motor goals, which together produce more organized behavior, better attention, and reduced activity level.

Postural Disorder: The WonderSwing is excellent for developing postural stability, postural control, strength and endurance all of which are needs of individuals with postural disorder. Engaging the core musculature is necessary for improving balance skills. Once a stable base is established, it is easier for the child to work on coordinating movement of the lower limbs necessary for pumping the swing. Participation facilitates the integration of visual, vestibular and proprioceptive inputs that are essential to balance and postural control.

Praxis- Self-confidence and self-esteem gained from mastering challenges on the WonderSwing will help children with motor planning deficits be willing to try other challenges. There are multiple opportunities for problem-solving starting with just getting on and off the swing to figuring out how to coordinate movement of the two sides of the body to make the swing move. Attention can then be directed toward the speed and height of the swinging as well as the introduction of pretend themes of play. Activities can be performed individually, or in pairs thereby introducing increased social interaction and peer relationships. Ideation is enhanced as children invent new games to play on the swing. Planning and sequencing is enhanced as children gain mastery of their body movements: e.g. the coordination of upper and lower limbs, the coordination of right and left sides, the coordination of finger movements along the handhold holes. Practice and repetition of movements are necessary for the development of more automatic mechanisms (e.g. feedback and feedforward) that allow kids to be more efficient and skilled in their motor organization and actions. Then the child only has to focus on the sound holes for the production of music.



Discrimination- The use of the large muscles of the body as well as the action of swinging provides maximum amounts of input to the body which improve body awareness and awareness of direction of movement in space. Vestibular discrimination is addressed when detecting position in space relative to gravity as well as distinguishing between fast and slow movement. Proprioceptive discrimination helps to grade the force of one's movements and the accuracy of the placement of one's limbs (without vision). Visual discrimination insures/reinforces the accuracy of arm, hand, and foot placement when climbing along the structure. Auditory discrimination is necessary to differentiate the pitch of the tones produced while swinging.

Summary of Therapeutic Benefits of the WonderSwing

Sensory components of the equipment: How equipment addresses underlying sensory needs

Tactile system	Control of grasp and release is facilitated by the increased tactile feedback provided by holding/grasping the swing's handhold. Successful covering and uncovering of the sound holes precise interpretation of tactile input from the fingers.
Proprioceptive	Successful play on the WonderSwing requires the ability to grade the force of limb movements used for holding, pumping the swing and maintaining core stability. The increased proprioceptive feedback also increases body sensations and body awareness.
Vestibular system	Movement on the WonderSwing provides information about spatial orientation, directionality and awareness of body in space. In combination with tactile, proprioceptive visual and auditory information; improvements in balance and motor control can occur.

Sensory Processing Disorder Subtype: How equipment is used to treat children within each subtype



Sensory Over-Responsivity	Proprioceptive and vestibular input is provided through engagement of the large muscles of the body when on the swing. Clinically this type of input is seen to calm children who are over-responsive. Using this piece of equipment can also help address movement sensitivity and fear of heights.
Sensory Under-Responsivity	Opportunities for enhanced sensory input, moving more against gravity, engaging more musculature can be alerting to children who have SUR. Activating the auditory system can also contribute to the alerting effect.
Sensory Craving	Vestibular and proprioceptive input is provided through engagement of the large muscles of the body on the swing. Additionally tones are produced while swinging. Clinically this type of input is seen to calm children who crave sensation.
Postural Disorder	Swinging can address many postural issues including balance, strength and endurance. Movements against gravity engage core stability and muscles are used to maintain upright positions. Bilateral coordination of upper and lower limbs and well as right and left body sides are foundation to higher level motor challenges.
Dyspraxia	Planning and sequencing movements of the body are critical for successful play on the WonderSwing. Children first learn to plan the appropriate body movements for getting on and off the swing and pumping the legs to make the swing move followed by sequencing the use of the arms and legs for each movement. Ideas for play routines are enhanced as children invent new games to play on the swing.
Sensory Discrimination Disorder	Vestibular, proprioceptive, visual and discrimination are essential components for successful play on the WonderSwing. Vestibular discrimination is addressed when helping children work on directionality concepts as they move relative to gravity. Vestibular discrimination also helps children distinguish between whether they are moving fast or slow. Proprioceptive discrimination and feedback helps those who have difficulty grading the force of their movements and the accuracy of the placement of their limbs (without needing to visually monitor each



	action). Visual discrimination insures/reinforces the accuracy of arm, hand , finger and leg placement to fully operate aspects of the WonderSwing.
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Functional outcomes addressed: How equipment facilitates social, emotional, behavioral improvements

Social- Emotional	Gradual introduction to play with peers: A child can play alone on this equipment and gradually be introduced to play around peers without the expectation of interaction. There is opportunity for shared experience, joint attention and mutual pleasure and satisfaction.	Play can progress from being alone on the swing to peer interactions. Relational expectations are promoted by sharing space. A natural progression from sharing affect can progress towards reciprocal interaction, communication and shared goals.	Increased communication and cooperative play can lead to higher level social participation that may involve team work and group problem solving.
Attention, and Activity Level	Goal directed play helps many children improve their attention span and modulate their activity level. The planning and sequencing involved focuses attention and reduces impulsivity.	Small successes on this equipment reinforces the child's willingness to persist through more challenging tasks. The swing requires one to organize movements and play and thus contributes to organizational abilities that are used to play on other	With a plan in place even the most distractible, highly active and impulsive children can develop a repertoire of goal directed play. The demands on the WonderSwing can be graded in level of difficulty to match the needs of each



		pieces of equipment on the playground	individual child.
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WonderDish

Description of equipment: The WonderDish is an innovative, unique piece of equipment that adds depth and dimension to any therapeutic environment. It is a comfortable seating structure, whose sleek sculptural form adds beauty and function. It is a quiet place to sit but when installed in pairs allows individuals of all ages to interact and communicate through the magic of their voice being transported a great distance. The properties of the parabolic reflector enable sounds to be transmitted and received without the need for power or electricity. The “seating with sound invention” reduces some of the challenges of social interactions by removing the need for face to face contact but allowing conversation.

Specific areas impacted by the WonderDish.

1. **Play:** The WonderDish provides endless opportunities for children to have fun and engage in developmentally appropriate speaking, listening and vocal play. At earlier developmental stages or when overwhelmed by the playground environment, a child can enjoy a quiet space to relax or regroup. From this vantage point, they can sit, watch, learn, and begin to imitate other children on the playground. Even for children who are non-verbal, the WonderDish provides an opportunity to interact with others through vocal play, song, and sounds. As language processes, children can create games by communicating through the WonderDish, e.g. plan for their first pretend game, a plan to have a tea party with toy animals as guests, all without any motor demands. Opportunities exist to move into more cooperative games with problem solving and specific roles and rules all without requiring physical activity or face to face contact.
2. **Sensory systems:** The WonderDish is a safe and playful way to provide stimulation primarily to the auditory system and cognitive functioning, and effects by auditory processing and speech and language development. A sense of privacy and safety is



provided by the shape and size of the physical structure. The seating is large enough to accommodate single or multiple users. Its size inherently reduces visual distractions and provides support to the body when postural or praxis problems exist. The sound stimulation can motivate a child to sustain relationships and to engage, which they might otherwise avoid. The number of other individuals involved can be individualized to the needs of the child. This equipment stimulates vocal output, verbalizations, and reciprocal communication in a fun and imaginative way.

Auditory stimulation is important in development in itself but also because of its connections to the vestibular system. In conjunction with the other sensory systems, it provides information about spatial orientation. Additionally, due to connections with the reticular activating system, auditory sensations affect arousal.

3. **Social and Emotional Development:** The WonderDish provides opportunities for social interaction among children. The structured seating allows one or more children or adults to sit in the Dish at the same time. There are many opportunities to talk, sing, and play games without the stress of close physical proximity to another person. Physical proximity can be increased when multiple users are involved. (e.g. sitting on the seat or standing beside one another). Increased vocalization, spontaneous verbal communication and non-verbal interactions among children are more likely. Opportunities for fun and successful peer interactions produce increased self-confidence and self-esteem.
4. **Attention, activity level, impulsivity:** The WonderDish has one primary source of sensory input through the auditory system. However, tactile and proprioceptive support is provided by the size and shape of the Dish structure. The auditory system influences both attention and alertness through connections with the reticular formation. Thus, if used specifically to affect arousal, the production of sound encouraged by the WonderDish can help increase attention to tasks. The reciprocal nature of the communication can decrease impulsivity and the physical structure can minimize a child's activity level by reduction of the number of distractions in the environment.
6. **Motor:** The WonderDish is particularly useful for children who are not ready to work on motor coordination and balance activities at the same time as speech and language tasks. It gives children a chance to be on the playground with peers and not engage in challenging motor activities. It also provides kids with a much needed break from motor activities if they are fatigued due to other significant challenges to their strength,



endurance and planning abilities. Children can practice vocalizing and verbalizations in a relatively stable sitting position with both predictable and unpredictable stops and starts to the communication. Repeated exposure provides opportunities for planning and organizing in preparation for action as well as building successes and increasing self-confidence..

Summary of Therapeutic Benefits of the WonderDish

Sensory components of the equipment: How equipment addresses underlying sensory needs

Auditory system	Provides information about spatial orientation	Affects state of arousal	Contributes to increases in communication skills, understanding of turn taking, building relationship/engagement and self-confidence
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Sensory Processing Disorder Subtype: How equipment is used to treat children with this subtype

Sensory Over-Responsivity	<p><i>SOR to auditory:</i> Child can control the loudness of the vocal and verbal output. Even in a whisper, children can hear each other through the WonderDish.</p> <p><i>SOR to touch:</i> Children can communicate without being in close physical proximity to others</p>
Sensory Under-Responsivity	<p><i>SUR:</i> The magic of the WonderDish motivates children to talk with each other, which can be used to increase arousal and may be a useful as a preparatory activity for children prior to other playground activities. This type of auditory stimulation (e.g. vocal play, singing, telling stories) can further increase arousal.</p>



Sensory Craving	SC in the auditory domain: The WonderDish can provide more organized communication experiences for kids with SC. Reciprocity is an inherent component of successful use of the equipment and provides Sensory Cravers with experience in 'stopping' and 'starting'.
Postural Disorder	The WonderDish structure is well suited to children who may need increased postural control and core stability to participate in other playground activities. The ergonomic design and physical support of the seating area means a child can focus their attention/energy on engaging in developmentally appropriate speech and language activities.
Dyspraxia	The WonderDish facilitates simple planning of thoughts and actions with the potential for higher-level problem solving. The equipment offers minimal challenges in spatially orienting body to the equipment as well as sequencing body movements to successfully get on and off. Additionally, the activity of speaking and listening requires the organization of one's thoughts in communication with another and potential for developing plans of action on other pieces of equipment in the playground.
Sensory Discrimination Disorder	Games can be developed to enhance a child's auditory discrimination such as differentiating loudness and pitch of the sound, etc. The parabolic reflector enables sounds to be transmitted while minimizing the effect of background noise in the environment. All verbal exchanges require the discrimination of the sounds that comprise speech as well as potentially addressing auditory memory abilities.

Functional outcomes addressed: How equipment facilitates social, emotional, behavioral improvements

Social Emotional	Facilitates engagement with	Facilitates spontaneous verbalizations and	Increases feelings of self-confidence and



	<p>peers</p> <p>Physical proximity can be graded</p> <p>Promotes a shared experience and shared joy</p>	<p>vocalizations</p> <p>Facilitates back and forth communication</p>	<p>self-esteem</p> <p>Enhances comfort and confidence in peer and family relationships</p>
<p>Attention, Impulsivity, Activity Level</p>	<p>Influences arousal/alertness and thereby increases attention</p>	<p>Can decrease hyperactivity: sitting within the partially enclosed space minimizes the effect of other environmental distractions</p>	<p>Can decrease impulsivity by having kids work on reciprocity in communication; stopping to listen alternating with being the speaker</p>

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