Supporting Neurodiverse Students
Professional Learning System (SNS):

Fidgets

	Media	• [Fidgets Aren't for Everyone](#) • [Long Story Shortz - Fidgets](#)
	Websites/ Books/ Articles	• [Fidgets in the Classroom a Guide for Educators](#) • [The Benefits of Fidget Tools: What Research Says About ADHD AND SPD](#) • [Toy or therapy device? UC Davis Health researchers study effectiveness of fidget tools](#)
	Research	• [Fidgets: Not Toys, Tools](#) • [Evaluating the Evidence for Fidget Toys in the Classroom](#) • Graziano, Paulo A., Alexis M. Garcia, and Taylor D. Landis. "To fidget or not to fidget, that is the question: A systematic classroom evaluation of fidget spinners among young children with ADHD." Journal of attention disorders 24.1 (2020): 163-171.
	Questions to ask yourself?	• What's your goal in providing a fidget? • How do you know it's working? • How will you help understand why it's needed or how it works? • How will you help the student build the skills to advocate for the fidget? • What method do you use to have the student reflect on what the fidget helped? If it matches them? How to get the need filled if that particular fidget isn't available? • How will I model? Model language that shows the understanding it's an engagement tool not a toy? Model the use of fidgets by using them yourself.
	Possible Language to use	• "But then everyone will want one" "Let the others try them out, most of them will likely find that they don't need/use them and some may actually benefit from them"

	Explicit Instruction Ideas	• "I do" Model the use of a fidget.
		   - Talk out how you are using one
		   - Purposefully engage with one showing how you choose, use and reflect
		• "We do" Go through the steps of trying fidgets out. Decide with the student what the goal of using it will be, pick on that may match the need, have them use it, then reflect if it worked
		• "You do" - keep data on engagement, re-engagement or regulation as the result of the use of the fidget

For more information visit www.snswi.com