

# MIGDAS<sup>™</sup>-2

## Examples of Sensory-Based Materials

The MIGDAS-2 interviews require the use of common sensory-based toys and materials (not included in the MIGDAS-2 Kit purchase). The use of these materials and suggestions for building a sensory-based materials kit are described in the MIGDAS-2 Manual. This document describes examples of sensory-based materials and offers suggestions for where to obtain such materials. The items described herein are examples only; it is not necessary to use these specific items as long as a range of materials with sensory properties (visual, tactile, movement, auditory) is provided during the interview. The suggested materials are recommended based on the consistent level of interest they generate in individuals with ASD in the sensory-based interview setting. Having multiples of the materials is recommended (e.g., two “thunder tubes,” multiple spinning light-up toys, and several magnetic building materials), as this allows the evaluator to mirror the actions of the individual being evaluated as he or she explores the sensory properties of the materials. It also allows for a natural way to probe for differences in the individual’s ability to shift from object-focused play to shared play and flexible exploration of materials.

### **Materials With Visual Movement Properties:**

Examples of materials with visual movement properties include spinning light-up toys, water toys, wind-up toys (e.g., caterpillar, dinosaur, flipping ladybug, flipping frog), and transforming balls such as the Phlat Ball. To find examples of these items, use Internet search terms such as “LED Changing Pattern Spinner Wands,” “handheld water games” (such as “TOMY Waterful”), “wind-up toys,” and “Phlat Ball.”

### **Materials With Tactile Properties:**

Examples of materials with tactile properties include expanding spheres, GeoFlux, and assorted sensory stress balls, as well as magnetic building materials such as the X-Ball and Ball of Whacks. To find examples of these items, use Internet search terms such as “Hoberman Mini Sphere,” “GeoFlux kinetic sculpture ring,” “sensory stress balls,” “Roger Von Oech’s X-Ball,” “Roger Von Oech’s Star Ball,” and “Roger Von Oech’s Ball of Whacks.”

### **Materials With Auditory Properties:**

Examples of materials with auditory properties include a “thunder tube” percussion instrument and cause-and-effect sound objects, such as a record talking button and sound effects machines. To find examples of these items, use Internet search terms such as “thunder tube percussion instrument,” “record talking button,” and “Sound Machine Cartoon Special Sound Effects.”

### **Materials for Emotions and Social Probes:**

Examples of materials that are useful when administering emotions and social probes include feelings cards, a magic wand, and a small compact mirror. To find examples of these items, use Internet search terms such as “feelings cards,” “mini spiral glitter wand,” and “compact folding mirror.”

### **Materials for the Game of Catch:**

Examples of materials that are useful for the game of catch include a Velcro ball and mitts, a ball that transforms from one configuration to another when thrown, and an expanding disc. To find examples of these items, use Internet search terms such as “Velcro ball and mitt,” “Switch Pitch,” and “Hoberman Flight Ring.”

### **Materials That Support Discussion of Preferred Interests:**

Examples of materials that support discussion of preferred interests are any materials matched to the specific interests of the individual being evaluated. For example, a Thomas the Tank Engine toy is useful for an individual whose preferred interest is Thomas the Tank Engine, and a SpongeBob SquarePants toy is useful for an individual whose preferred interest is SpongeBob SquarePants.

### **Materials That May Elicit Body Movements and Mannerisms:**

Examples of materials that are useful in eliciting body movements and mannerisms are any materials that can be set up in an unpredictable cause-and-effect routine, such as using a Phlat Ball in its compressed form and balancing an object (e.g., Schylling Panic Pete Squeeze Toy; sensory stress ball) on it before the Phlat Ball expands into its round form and displaces the object; winding up multiple figures (ladybugs, caterpillars) and positioning them so they move toward the edge of a table; and setting multiple spinning light-up toys on a table to create ongoing visual patterns.

### **Structured Visual Materials for Individuals With Limited to No Verbal Fluency and for Young Children:**

Examples of structured visual materials that work well for individuals with limited to no verbal fluency and for young children (approximately 18 months through 5 years) are any that allow for interaction with limited verbal demands and maximum predictable use of visual manipulatives, including a variety of puzzles and simple cause-and-effect toys, such as color-matching puzzles, magnetic puzzles, shape puzzles, hide-and-seek puzzles, drawing games, and shape sorters. To find examples of these items, use Internet search terms such as “color matching puzzle” (e.g., “Melissa & Doug Colorful Fish Wooden Chunky Puzzle”), “magnetic puzzle” (e.g., “Melissa & Doug Magnetic Fishing Game”), “shape puzzle” (e.g., “Melissa & Doug Shapes Wooden Peg Puzzle”), “hide and seek puzzle” (e.g., “Melissa & Doug Hide & Seek Puzzle”), “Squiggle On-The-Go,” and “shape sorter.”

### **Sources for Obtaining Sensory-Based Materials:**

Once you know what to look for, sensory-based materials are easily found in toy/retail stores such as Target and Toys“R”Us and through online retailers such as Amazon.com. Here are websites for some of the manufacturers of toys suggested in this document:

- [melissaanddoug.com](http://melissaanddoug.com) (puzzles)
- [creativewhack.com](http://creativewhack.com) (Ball of Whacks, X-Ball)
- [geospaceplay.com](http://geospaceplay.com) (GeoFlux)
- [remo.com](http://remo.com) (Thunder Tube)
- [hoberman.com/fold](http://hoberman.com/fold) (Hoberman Mini Sphere, Switch Pitch, Flight Ring)