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ABSTRACT

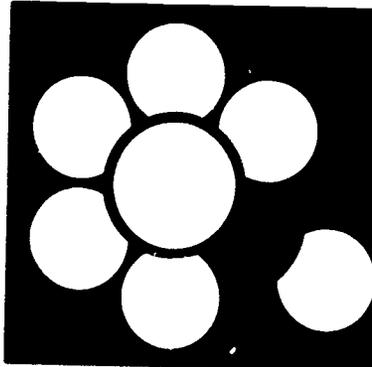
The book contains information on approximately 600 manufacturers of toys and games, 275 instructional kits, and 80 activity guides designed for use with the young handicapped child. It is explained that the information was compiled through correspondence with projects, agencies, state departments of education, manufacturers, parents, and professionals, as well as the National Center on Educational Media and Materials for the Handicapped and the Council for Exceptional Children Information Services Unit. Discussed are such toy and game considerations as safety, maintenance, construction, and the relationship between the product and the child's developmental level; and described are materials from approximately 600 manufacturers. A checklist is provided for selecting instructional kits, and a chart is included with cost, age, developmental skill areas, subject areas, format and component descriptions for approximately 275 instructional kits. The final chapter recommends selection criteria for activity guides, and contains an annotated listing (with construction plans, illustrations and suggestions of common household materials) of more than 80 activity and curriculum guides. (C1)

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Instructional Materials for the Handicapped



Birth through Early Childhood

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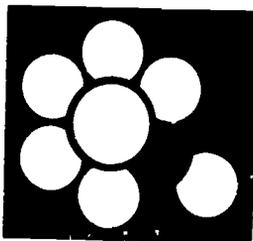
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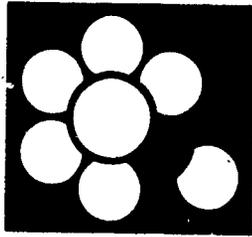
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Acknowledgments



Anyone who has attempted to identify and synthesize the amount of educational products available even on a local, state, or regional level readily appreciates the herculean task involved, and yet it is felt that this report reflects to a great extent such an accomplishment, even more so since it was completed on a national level.

This report could not have reached the magnitude of its comprehensiveness without the assistance of many individuals and their conscientious efforts. The progress of the report was monitored closely by Dr. Max Mueller, Chief, Research Projects Branch, BEH, and his insight into and suggestions about the material enhanced the contents of the report. Mary Jane DeWeerd, Coordinator, Handicapped Children's Early Education Program, BEH, critically reviewed the manuscript at its various stages and was often responsible for keeping things in perspective. Her candid comments were gratefully appreciated.

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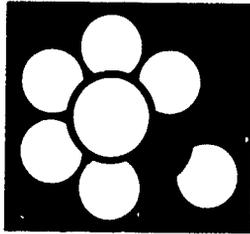
When the data were all collected in rough draft, the typist, Robyn Campbell, added her expertise and put it all into a manuscript form. Her manner and patience and her organizational abilities were gratefully appreciated. Responsible for the design of the book and its ultimate printing was G. Donald Gale, managing editor of Olympus Publishing Company. Sybil H. Clays, senior editor for Olympus Publishing Company, was able to add considerable clarity and flow to the raw data and to make the text more readable.

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Finally, to JoAnn Thorum who didn't complain during the occupation of her husband's time on this report or to the volume of materials that filled every nook and cranny of her home and who rallied round and assisted both in the production and morale aspects of the project, my heartfelt appreciation.

Arden R. Thorum
Project Director
September 1975

Introduction



Since its inception, the Bureau of Education for the Handicapped has worked to stimulate development of early childhood education programs. As a result of these efforts and other initiatives, many federal, state, and local agencies have responded and implemented various types of programs to serve the young handicapped child. As a result of this national response, a substantial amount of data concerning various aspects of these programs have accumulated. Aspects include training, assessment, instructional strategies, curriculum materials, evaluation, and so forth.

Since many of the programs were original in nature, it was not uncommon to observe great diversity as well as some overlapping in total programming. It became apparent that there was a need to identify the various components of these programs and to synthesize this information so that others may be aware of what is available and, where applicable, develop similar programs or enhance existing ones.

In the area of early childhood education for the handicapped, one of the components which needed to be researched and to have the information integrated, synthesized, and reported was that of the use of instructional materials, including games and toys, as part of the vehicle used to provide young children with learning experiences. The use of games and toys is reported in some of the earliest literature about early childhood education and has become one of the most widely used support systems since it was felt that

the use of toys and games was compatible with the goals and objectives of the programs.

Statement of Purpose

The purpose of this study is to report the desirable characteristics of toys and games, instructional kits, and curriculum guides which may be used with the young handicapped child. In addition, an annotated bibliography for each of the above categories, which indicates where such materials may be obtained, is included.

This book is not intended to advertise sources or products, but, rather, to point out the types of educational materials available and their sources. With such information on hand, the instructional materials used within programs for the handicapped should be easier to identify, obtain, and use, thereby, enhancing the services provided to young children.

Definition of Terms

This study uses the following definitions as guidelines:

- (1) *Handicapped*: Includes mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired children who, by reason thereof, require special education and related services. The term includes children with specific learning disabilities to the extent that they are health-impaired children who, by reason thereof, require special education and related services.
- (2) *Early childhood education*: Educational services provided for children ranging in age from birth through six years of age. In the case of the handicapped children, this age range may be extended in some cases.
- (3) *Literature*: Includes but is not limited to professional journal articles, newspaper and magazine feature articles, abstracts, monographs, books, special reports, and so on for the past ten years.
- (4) *Instructional material*: Devices which are used to promote concepts and behavior which will enhance the child's educational development as reported in the literature. These devices include
 - (a) Commercially developed entertainment toys and games which have been adapted to serve as educational devices.

- (b) Commercially developed educational toys and games specifically developed to increase certain aspects of the child's educational development.
- (c) Staff- or parent-developed educational toys and games which were designed to meet the needs of the child in lieu of commercial products. This includes common household items and free or inexpensive materials.
- (d) Commercially developed educational kits such as Peabody Language Development, Far West Toy Lending Library, Distar, and so on which state as their purpose to aid in the remediation of different handicapping conditions.

Boundaries and Limitations

Information concerning instructional materials was obtained through the following channels:

- (1) Educational Resources Information Center (ERIC) research of the literature regarding instructional materials for exceptional children (ages birth through eight years) in cooperation with the Council of Exceptional Children Association
- (2) Correspondence with each state department of special education
- (3) Correspondence with federally funded early childhood education programs for the handicapped
- (4) Correspondence with private and nonprofit agencies which have a vested interest in the handicapped (United Cerebral Palsy, American Printing House for the Blind, and so forth)
- (5) Correspondence with manufacturers of toys and games
- (6) Correspondence with many professionals and parents who have expertise in the area of instructional materials from a consumer point of view

As each of these sources responded, the information they contributed was identified, synthesized and became the major content of this publication.

It was not possible to conduct an intensive evaluation of the instructional materials mentioned within this study. It was not the design of the study to provide this type of information. To do so would have required field testing and data collection of longi-

tudinal experimentation. An attempt has been made to provide the sources where such educational products may be obtained and to provide a cursory description of the components of many of the products.

Two other major sources of information are the National Center of Educational Media and Materials for the Handicapped, and the Council for Exceptional Children Information Services.

For those not familiar with the National Center on Educational Media and Materials for the Handicapped, located at Ohio State University, it is recommended that contact be made with Dr. Samuel Ashcroft, project director. The role of the Center is to provide national leadership in the research, development, training, and dissemination activities related to the use of media, materials, and educational technology in the education of handicapped children, and to provide the national backup services required by local, state, and regional units—information services relative to instructional materials for children and media training materials for teachers, production and distribution assistance to creators whose efforts increase the materials supply, and clearinghouse functions for the nation's problems, ideas, and solutions in the realm of media for handicapped learners.

The Council for Exceptional Children Information Services comprehensively identifies and acquires English language literature on the education of handicapped and gifted children. Much of this literature is unavailable from commercial sources. The Council also has access to the ERIC files in other fields such as early childhood education, education of the disadvantaged, media and technology, and others. A major section includes curriculum guides and other "how to" publications. Information concerning these services can be obtained by contacting the Council, toll free, at (800) 336-3728, or by writing to: CEC Information Services, 1920 Association Drive, Reston, Virginia.

Many states also maintain a clearinghouse or an instructional materials center, and readers are encouraged to contact their state department of public instruction to find out more about such sources.

How to Use This Book

This book contains three chapters, the contents of which are arranged as follows for the reader's convenience:

- (1) Toys and games
- (2) Instructional kits
- (3) Activity guides

These are explained in the following paragraphs.

Chapter 1 — Toys and Games

This chapter contains information concerning the criteria for selection of toys and games for the child, and offers many guidelines to consider when purchasing such products. The reader will become well informed as to the many aspects to consider when determining the physical safety, maintenance, and construction, as well as the cost, of the product. This information is directed toward the toy or game itself. Further discussion in this chapter is given to inform the reader as to the relationships between the toy or game and the child.

In this discussion, pointers are given as to the methods to be employed to reduce the range of error of incompatibility between the product and the child's developmental capabilities. Suggestions are given as to the use of the literature concerned with child development in general and with specific assessment instruments which have identified developmental behaviors so that the appropriate behavior can be elicited through the use of the appropriate toy or game as it relates to size, complexity, and so forth.

To make this chapter complete, we have included a comprehensive listing of more than six hundred manufacturers and vendors. Also, an attempt has been made to describe some of the unique contributions of each, since, in general, most offer similar products.

Chapter 2 — Instructional Kits

This chapter offers a guide to use when evaluating instructional kits. Developed by the Educational Products Information Exchange Institute, this practical checklist draws attention to the many desirable features to look for in instructional kits. Also included is a description of more than 275 kits. The description includes cost (1974 catalog), ages, developmental skill areas, subject areas, format, and components. The reader will find this listing valuable in identifying what is available and where to send for information.

Chapter 3 — Activity Guides

Many activity (and curriculum) guides are presently on the market for consumer use. However, there exists some confusion as to the reliability of the recommended activities with the suggested age level and the most desirable format to use in the design of the activity guide. For the reader who shares this concern, we offer

some criteria for the development or the selection of activity guides according to format and content. In addition, an annotated listing of more than eighty activity guides appears at the end of the chapter, each of which specifically includes construction plans, illustrations, or common household items that can be used with young handicapped children.

Conclusions

In addition to the recommendation discussed in each chapter, wherein the reader will gain insight into the strengths and weaknesses that have been identified, we offer the following conclusions:

1. There is a need for a more valid process of selectivity of educational products through the development of an evaluation technique that would give greater and faster access to identifying and assessing the major aspects and characteristics of each item as it relates to the needs of the program and of each individual child.

2. There exists a need for further learner verification of educational products to guarantee the claims made by manufacturers.

3. There exists a need for both manufacturers and consumers to focus more upon learning styles for other individual, unique characteristics of handicapped children, and to use this information to refine the methods prescribed for the materials used.

4. There is an obvious need for the development of materials to be used with the handicapped child who is functioning at an extremely low developmental level. Most of the currently available instructional materials do not give heed to the child's need to acquire fundamental skills that are necessary to the preparation of accomplishing the tasks set forth in those instructional materials.

5. Schools within a school district and agencies within a community must cooperate with each other so that expenses and the amount of instructional materials to be developed could be reduced. A clearinghouse for available materials should be instituted.

6. It would be well if manufacturers and consumers could view themselves as partners, if they could cooperatively develop educational products that are not only marketable but also beneficial to the education and the welfare of young handicapped children.

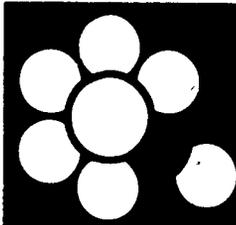
Summary

In this enlightened age, with its abundance of educational innovations, one must stop to reflect upon the handicapped child who delights in such simple things as a piece of string and a small

box (or any receptacle) in which to place the string, or wrap it round. The child can occupy himself or herself in this task in a desire to accomplish, progressing from the simple task to the less simple, and then to difficult and more difficult tasks. The child is learning something that is related to any number of developmental skills. Handicapped children often progress beyond their capabilities, exerting their imaginations and enjoying themselves while learning.

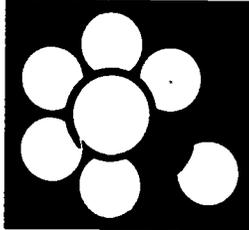
This book is designed to improve the *service* provided to young handicapped children, whose welfare has been of foremost concern from the outset of this study. It will be most useful to educators and parents, but manufacturers of educational materials and those responsible for purchasing these products will also find it informative.

Chapter 1



Toys and Games

Toys and Games



The use of toys and games is usually reported in the literature in conjunction with discussions concerning the attributes with play activities for the young child. Roufberg (1971) has indicated that the most helpful contributions that can be made to a child's play life is to provide the correct playthings, the opportunity to use them, and enough space to use them properly. Roufberg states that if play can be called the child's "work," playthings and toys are the "tools."

Learning through games, according to Coleman (1971), has a number of intrinsic virtues. One of these is its attention-focusing quality. Games tend to focus attention more effectively than most other teaching devices, partly because they involve the student actively rather than passively. The depth of involvement in a game is often so great that the players are totally absorbed in this artificial world. Concerning the value of games, Coleman indicates that when a game is designed to illustrate a general principle, some students understand the principle, while others will not do so without guided discussion after play. Thus games are clearly not a self-sufficient panacea for education, although they are more than simply another educational device.

The significance of toys in promoting learning has been reported in the literature during the past few years. Herron (1972) reported on the involvement of parents in an educational toy-lending program utilizing the Parent/Child Toy Lending Library developed by Glen Nimnicht. The Olympus Toy Teaching Library developed by Thorum (1973) has also been used in conjunction

with parent education programs. The Marshalltown Project directed by Montgomery (1974) presents a twelve-week parent-child home stimulation course in which more than three thousand toys form the lending library. The toys are used in conjunction with the program's prescriptive curriculum materials.

Benjamin (1975) has developed a play materials lending library which is used by parents to assist them in home instruction with their children. Many of the programs which serve the young handicapped child have included games within their curriculum. Rainey (1970) developed a guide for parents to use that includes clearly stated instructions for games which can be played by parent and child. Jelinek (1973) involved parents actively in the construction of toys and games specifically designed for use with their children in the home. Lance (1970) performed research related to packaging parental materials for teaching preschool multihandicapped children. Currently, there is a trend nationally for toys and games to play a dominant role in many early childhood programs for the handicapped.

Before one considers them for specific criteria or selection of toys and games, some generalizations concerning the use of them might be considered. Throughout, there is an underlying theme—any activity should be determined by “what comes naturally.” But there are some basic principles for teaching game skills to handicapped children:

- (1) Mental age rather than chronological age has to be considered in developing any skill.
- (2) Action speaks louder than words, get to the activities as soon as possible with as little explanation as necessary.
- (3) The teacher must really enjoy the game and be interested in the fun so that the communication of fun is “caught”—not “taught.”
- (4) Rules should be simple and easy to understand. Situations can be handled as they occur and thus will be more meaningful.
- (5) Stop while it is still fun and the class will be anxious to play again. Be flexible and sensitive to the needs of the class.
- (6) Do not be afraid to learn from the children and to adjust techniques to suit the needs of the situation. Attention and interest will vary, even from day to day. Be ready to change and shift activity before control is lost.

- (7) All children must get involved in some way in the game. Like eating cake, it is no fun watching, there is only joy in participating.

Roufberg (1971) has summarized the significance of the use of toys and games by stating that there is a universal agreement among educators that a good toy requires a child to actively *do* something in order to use it. A good toy is usually unstructured and flexible — it stimulates a child's imagination and invites effort. In order to be good, a toy must be provided at the right time, and in order to do this, a general idea of what children can do at each stage of the growth is necessary. Buist and Schulman (1969) state that the most single thing to stress with parents is that games are meant to be fun.

Criteria for Selection

Regarding the importance of the selection process in choosing toys and games—Merry and Merry (1958) have stated that providing the right types of play materials and suitable play facilities is a serious responsibility. To make an intelligent selection of toys one must know what values might accrue to the child from their use, and one must be guided by certain well-established standards or criteria, so that the child is not misled by adult preference or by "surface appeal."

In his discussion of criteria used to evaluate the quality of toys design, Chase (1973) suggests that toys should:

- (1) Attract the attention and sustain the interest of large numbers of children in the age range for which the toy is designed
- (2) Elicit and support wide range of behavioral responses
- (3) Be sufficiently simple so that the strategies used are immediately obvious to children and those who play with them.
- (4) Be safe
- (5) Make use of materials for production processes that allow reasonable selling prices
- (6) Continue to be of interest for use over long periods of time in the life of the individual child

In addition to the above, consideration should be given to such factors as whether the toy is repairable and if there is adequate space for use of toy or game for its storage. Another factor to

consider is whether the toy or game can be replicated or substituted through the use of common, inexpensive items. One advantage of the use of the latter is that often the toy, game, or equipment can be custom made to meet the specific needs of the child. For example, a commercially made foam-filled bolster used to prop or support a child may in fact be just a little too high or have other dimensional barriers, whereas the foam-filled pillow or foam pad covered with washable material can be premeasured to the child and meet all specifications for comfort and therapy purposes.

In this discussion on selection of toys and games, Allen and Neterer (1963) developed five categories and list criteria within each to assist decision makers in their choice of toys and games:

- (1) Meet the requirements of those using them as to size, foam, indoor-outdoor possibilities, and the need for both learning and sheer fun
 - (a) Interest the children
 - (b) Adapt to more than one purpose, more than one child, and more than one age limit
 - (c) Withstand hard usage and weather
 - (d) Comply with safety and sanitation standards
 - (e) Encourage action that can be completed in a relatively short time for younger children, or challenge the ingenuity and perseverance of older ones
 - (f) Include a variety of homemade playthings, using raw materials
 - (g) Permit graduated use for growing minds and bodies, with using a single toy such as blocks or paints; or with a series of related toys such as "kitty car," tricycle, or bicycle
- (2) Help the child gain some competence for living in the world
 - (a) Build variety of understanding with each child level
 - (b) Further some of the skills of reading, writing, and figuring appropriate to the child's needs, interests, and abilities; contribute toward the child's readiness for the next stage of growth

- (c) Invite exploration of the arts and sciences
- (d) Develop strength and skills together with hand-eye coordination
- (3) Strengthen the relationship with other people
 - (a) Offer opportunities to consult, converse, or correspond with others
 - (b) Provide for both social and independent activities
- (4) Arouse wonderment, imagination, or creative thinking
 - (a) Promote constructive expression of feelings, thoughts, and ideas
 - (b) Please the eye in line, color, proportion, and general appearance; the ear in sound; the hand in feeling
 - (c) Suggest experimentation
 - (d) Help children relive and clarify their experiences
 - (e) Make possible opportunities for children to feel good about themselves when they do their own thinking
- (5) Justify their cost in quality rather than quantity
 - (a) Compare favorably in price to similar articles by other manufacturers
 - (b) Represent exactly what the manufacturer claims, such as ease of assembling for use

The U.S. Consumer Product Safety Commission has advised that toys for very young children should be chosen with extreme care. The Commission lists the following characteristics to look for when purchasing a toy. Choose one that:

- (1) Is too large to be swallowed
- (2) Does not have detachable small parts that can be lodged in the windpipe, ears, or nostrils
- (3) Is not apt to break easily into small pieces or leave jagged edges
- (4) Does not have sharp edges or points
- (5) Has not been put together with straight pins, sharp wire, nails, and the like that might be easily exposed

- (6) Is not made of glass or brittle plastic
- (7) Is labeled "non-toxic," avoid painted toys for infants who put things in their mouths
- (8) Does not have parts that can pinch fingers or catch hair
- (9) Does not have cords or strings over twelve inches in length
- (10) Check fabrics for "non flammable," "flame-retardant," or "flame-resistant" labels
- (11) Look for "washable" and "hygienic materials" notices on stuffed toys and dolls
- (12) Avoid toys with excessive loud noises

In addition, the Commission suggestions to parents and others, the following concerning toys after they are purchased:

- (1) Teach your children the proper use of toys. Be sure that instructions which accompany toys are easy to read and understand.
- (2) Supervise the play for young children. There is no substitution for interested parental supervision. Remember that any toy can be dangerous, especially if it is misused.
- (3) Check your children's toys periodically. They may develop potential hazards such as sharp points, jagged edges, or loose small parts.
- (4) Do not leave indoor-outdoor toys outdoors overnight. Moisture can damage them. Check outdoor toys and games for potential hazards.
- (5) Remember that rusting can weaken metal parts.
- (6) After use, toys should be put away on shelves or in toy boxes so they cannot be broken or cause someone to trip.

In January 1970, the Child Protection and Toys Safety Act was legislated, and the Consumer Product Safety Commission was charged with the responsibility of (and the authority to enforce) removing and keeping from the market toys and other children's articles that contain electrical, mechanical, or thermal hazards. The Commission has been responsible for the removal of more than a thousand toys, and retailers have been advised to discontinue the sale of such banned toys, and are subject to prosecution if they do not comply.

The Commission publishes a banned products list periodically which identifies banned products so that they can be removed from sale. Consumers who have purchased banned products may be entitled to refunds according to repurchase regulations that went into effect March 6, 1974.

Examples of banned toys published by the Commission (1974) are as follows:

- (1) *Toys* — May have sharp edges or points that cut or puncture, or loose, small parts that might be swallowed, or a child might choke on them. Identified are noise makers which have exposed sharp metal edges that have potential for causing cuts or puncture wounds.
- (2) *Nonmechanical dolls and toy animals* — May have straight pins, sharp wire, or sharp edge, internally or externally, that could cut or puncture. The list contains 24 dolls and animals that typically contain:
 - (a) Sharp pins found in the neck and head.
 - (b) Sharp metal edges.
 - (c) Sharp wires.
 - (d) Sharp metal hooks.
- (3) *Toy guns and weapons without projectiles, excluding cap guns* — Produce loud sounds, specifically above 138 decibels, that can be damaging to a child's hearing (impulse-type sound at peak pressure level above 138 decibels).
- (4) *Toy musical instruments* — May have sharp or exposed edges that could cut or puncture. Small objects that could be exposed or broken off could be swallowed. The list includes toys that have metal keys with sharp edges or exposed sharp wires.
- (5) *Squeeze toys (squeakers)* — Easily removable squeakers can be swallowed, or the child could choke on them. The list includes squeeze animals and other rubber or plastic toys that contain metal or plastic "squeakers."
- (6) *Whistles* — Toys with removable or "break" mouth pieces which could be swallowed or cause choking. This list includes whistles that a child can bite in half (or into), exposing small pieces of metal or plastic. It also includes whistles

that are small enough to go into a child's mouth and can be swallowed or cause choking.

- (7) *Infant "rattles"* — May contain small objects or may break into small pieces that can be swallowed or cause choking. The rattle could also have sharp edges that cut or puncture. The list gives rattles that can be broken or that have exposed sharp edges and parts small enough to be hazardous.

These categories are just a few of the many which the Commission considers. We recommend that consumers obtain a copy of the banned product list, for it is a listing of current banned products, and it also makes us aware of toys and things to look for when considering toy safety features. A copy of the current banned products list may be obtained by writing to the U.S. Consumer Product Safety Commission, Washington, D.C., 20207. In addition, a copy of the Consumer Product Complaint Form (Figure 1) is shown on the following page. Consumers are encouraged to report any article which presents an unreasonable hazard.

Matching the Toy or Game to the Task

The responsibility and decision as to the selection and use of a toy or game with a young handicapped child rests with the educator or parent. Often there is not enough thought given to the actual matching of the toy to the child. Other factors such as availability, cost, attractiveness, or inadequate information are considered first, and then the toy is adapted, as well as possible, to the child.

Developmental Capabilities of the Child

What is needed is a reduction in the range of error which exists between the toy or game used and the capabilities of the young child. In order to make this possible, the decision maker needs to be more knowledgeable about the capabilities of each child and to incorporate this knowledge with the selection of the toy or game.

In recent years, several developmental assessment instruments have emerged which list, in behavioral terms, the capabilities of children. These assessment instruments such as the Learning Accomplishment Profile, Sanford (1973), and the Koontz Child Developmental Program: Training Activities for the First 48 Months, Koontz (1974), as well as other developmental scales compiled by Fokes (1971) and Delp (1971) can be successfully used in reducing the range of error in matching.

If you know of an article intended for use by children or adults which you believe presents an unreasonable hazard, please let us know. The following information will enable us to take the appropriate action.

Name of article or brief description _____

Stock or code numbers on article package _____

Country of origin (if imported) _____

Manufacturer or importer (if known) _____

Where and when was the article purchased? _____

What is hazardous about this product? _____

Do you know of any injuries involving this item? Any close calls? If so, please let us know the circumstances

Your name, address, and phone number _____

Please Send this form to:

U.S. Consumer Product Safety Commission
Washington, D.C. 20207

Figure 1. Consumer Product Safety Commission's
Product Complaint Form

For example, the Learning Accomplishment Profile offers descriptions of behaviors in the areas of gross motor, fine motor, social, self-help, cognitive, and language. Each area lists specific tasks which can be accomplished at a specific developmental age. For example, in the area of fine motor, at developmental age twenty months, an infant can throw a small rubber ball. These clues as to the types of skills which can be developed; in addition, the toy or game used to promote this skill can serve as a "shopping list" when selecting the items needed. In other words, if an adult is working with an infant who has a developmental age of twenty months, one of the items to have on hand is a small rubber ball. These assessment instruments can be used with great effectiveness, and those who are decision makers should take advantage of the information they provide.

Another source that will assist in matching the toy or game to the child comes from the manufacturers of educational products which have been researched and field tested. Cassell (1974), in collaboration with Milton Bradley Company, has developed a publication that offers a listing of suggested aids for educating the exceptional child. He defines and discusses the areas of developing motor skills, visual discrimination, verbal skills, and social skills and then offers the brand names of items appropriate for the development of these skills. This information can be effectively used directly and can also serve as an example of general types of toys and games to look for when selecting and purchasing them. Other educational toy manufacturers offer similar categorical charts which match the skill with the specific toy. Usually such information is contained within the catalog, such as in the case of Developmental Learning Materials and Dick Blick (Ideal).

In addition to assessment instruments, based upon behavioral observation and the information given by commercial manufacturers, another most helpful source of information is the research related to normal child development. It is strongly recommended that any person working with young children, and in this case, handicapped young children, be knowledgeable concerning what the normal sequence of acquisition of various skills is and the overall maturational capabilities of the infant and young child. Indeed time, effort, and expense are expended in promoting the activity for the young child to determine, as exactly as possible, where he or she is developmentally. It is strongly recommended that those who are in charge become knowledgeable in the area of normal child development, trained to become accurate observers of behavior, and knowledgeable as to the most appropriate educa-

tional materials available to make the match between child and toy the most effective.

The reader may wish to consider using the headings in Table 1 to develop a "shopping list" to further define the needs of the individual child or groups of children within a program. Parents can also use this procedure effectively when shopping for toys for their infant or young child.

Table 1
**Factors to Consider to More Fully Match the
Child's Capabilities with the Toy or Game**

| Developmental Age | Developmental Skills | Child Development | Resources |
|--|---|---|---|
| Knowledge of the functional level of the child (maturation, performance, readiness, and so forth). | Knowledge of the types of skills which the child is ready to acquire (motor, auditory, cognitive, social, self-help, and so forth). | Knowledge of the physical, emotional, and cognitive abilities of the child (physical characteristics such as size, strength of parts of body; social awareness and need; attention span, concrete vs abstract understanding). | Knowledge of where to purchase the toy or game, or the instructions to make it (sufficient sources for: commercial product to be selective about choice; books or manuals that offer instructions for homemade toys or game). |
| Five months. | Transfers objects from hand to hand. | Grasps object with several fingers and thumb. | Plastic ring of reasonably small size, in which the plastic that forms the ring is about one-fourth inch in diameter. |

Recognizing that teachers and parents need to have information on the appropriate material for teaching specific skills, Van Etten and Adamson (1969) sought to develop a prescriptive teaching laboratory. They accomplished this by acquiring a large collection of instructional materials, by developing a descriptive analysis sheet and retrieval system whereby materials were categorized by mental age, skills taught, space given to skill, method of presentation, and all other types of information that would allow a teacher to match a child's instructional needs with the most appropriate materials. Their system also allows the selection of the appropriate material in a matter of minutes. The utility of such a system for use with infants and young handicapped children has great prom-

ise. Materials analysis such as this should be used by all teachers so that fewer instructional decisions will be left to chance.

Toys and Games Currently Available

In earlier sections of this chapter, the criteria for selection and the characteristics of toys and games for various developmental age levels were discussed.

In order to provide the reader (consumer) with the most comprehensive listing of sources of toys and games, we made a request for a listing of suppliers to every state department of special education and to many of the federally funded programs. In addition, names were gathered of the exhibitors at professional conferences and of manufacturers whose educational products appeared at educational media centers. A copy of the Annual American Toy Fair official directory was obtained, and toys and games manufacturers and suppliers were selected from the description of their products. The names of the manufacturer and suppliers were synthesized into one comprehensive listing comprised of over 450 sources and appears at the end of this chapter under the heading of "general listing of commercial producers of toys, games, educational kits, and other instructional aids." Where information was available, an attempt was made to describe some of the *unique* materials available, although many of those listed have a wide variety of similar educational products. It is not the intent of purpose in the compilation of this listing to indicate endorsement of any of these products. It is not the purpose of the listing to provide specific information concerning products, but rather to provide complete addresses to which consumers may write and obtain current catalogs and other information. By comparing the description of the characteristics of toys and games found earlier in this section with the picture and description of the items on the pages of the catalogs, the consumer will be able to choose more wisely the appropriate educational products.

The listing contains sources for educational products for direct use with young children, such as toys and games, audio-visual equipment, and equipment for movement training and recreation. Also included are sources for parent or staff training materials and professional books. As an added feature, sources for medical equipment have been included at the end of the list.

Recommendations

Perhaps as important as the construction, uses and availability of toys and games is the knowledge of infant and child devel-

opment and behavior. Without this knowledge, the application of toys and games may be inappropriate and would defeat the purposes for which they were intended . . . be it for sensory stimulation, fun, or pre-academic development. Many of the current early childhood education programs for young handicapped infants and children will develop expertise in assessment techniques and prescriptive use of toys and games to facilitate in the learning process. Of particular significance of each program is the parent training involvement component in which parents develop the knowledge and skills necessary to create an environment in which learning can take place in the most positive manner.

Regarding the purchase of commercial products—the literature is replete with cautions to consumers, mainly parents, to be aware of the products they purchase and not to become a victim of the “guilty parent syndrome” by allowing their children to become exploited by the “Pied Piper” of the television. In discussing this topic, Chase, Williams, and Fisher (1971) indicate that most of the toy design activities undertaken by private corporations make little use of the information we have about child growth and development. Most toy companies make a large investment in a product. They are aware that adults must be persuaded to buy their products and not the children who use them. These authors suggest that the indirect relationship between the producer and the principal user of that product weakens the degree to which product quality influences the behavior of the producer. Since most toy companies do not make significant investment in design research and development, a company departing from this tradition could increase its risks by increasing its overhead—in turn, increasing its selling price. The ability of the consumer to discriminate a well-designed from a poorly designed product determines the extent to which product design research is made.

Supporting these statements, Caney (1972) agrees that there is nothing wrong with a good manufactured toy, but the majority is created with less attention to play value than to commercial success.

The literature abounds in the reaction to the use of television commercials of toys and games. Jenkins (1973) and Stadter et al (1974) noted that television entertainers suggest, cajole, and even bribe youngsters with “run and ask Mother to buy you” pressures, and that the “Pied Pipers” of the television screen may lure children to desire expensive, beautiful, and extremely noncreative toys. Their influence in making children into conformists is tremendous. Caney suggests that maybe television advertisements of

toys is too indiscriminate and too intimidating, for it offers the child something new and better, something he or she cannot do without. A parent is easy prey to the pleadings of a child and to the "cuteness," elaborate detail, or beautiful packaging of toys. The manufacturers were sure that parents would be impressed. But all too often the adornment conceals a toy which is not "fun." The child is not nearly so impressed. Figure 2 graphically illustrates the factors to be considered by those either responsible for the manufacturing of the toy or game, or the consumer who is purchasing it for use with the infant or young handicapped child.

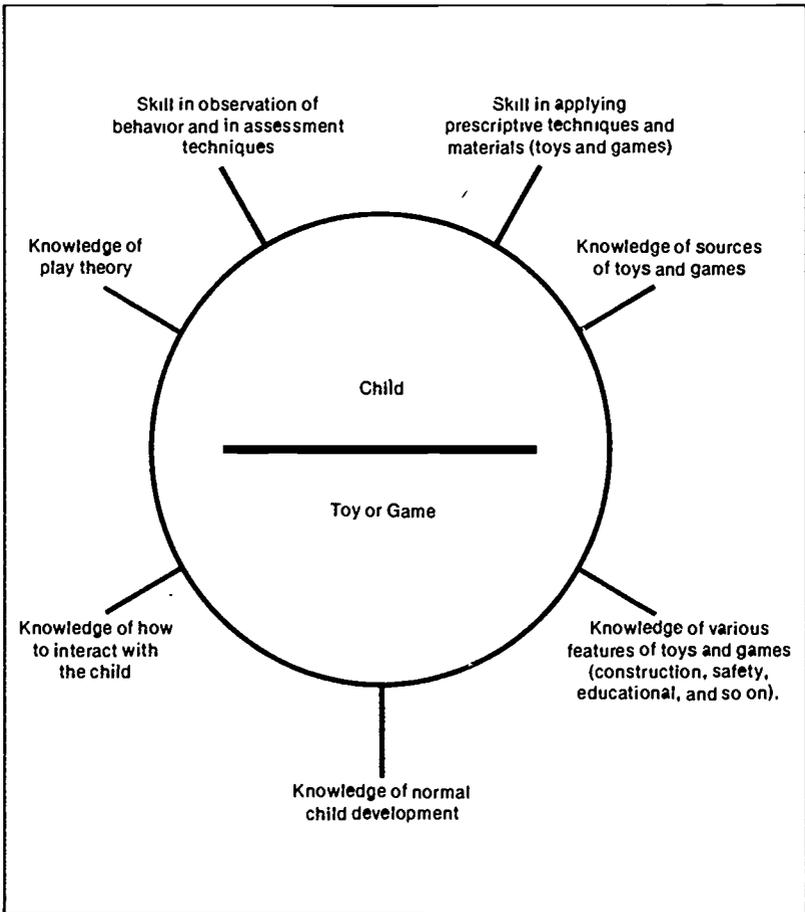


Figure 2. Factors That the Manufacturer and Consumer Need to Consider When Developing a Toy or Game to Be Used with a Young Child

Producers, decision makers, and consumers of toys and games need to become more informed concerning child development and capabilities of infants and young children. With this knowledge, the producers need to improve the products manufactured and the decision maker and consumer need to select the most appropriate items and upgrade the services provided by more closely matching the capabilities of the child with the toys and games used to fulfill whatever the objective is—be it for sheer fun or a specific skill-building exercise.

**General Listing of Commercial Producers of
Toys, Games, Education Kits, and Other Instructional Aids**

| Manufacturer or Vendor | Description |
|---|---|
| ABC Supply, Inc. 437 Armour Circle, N.E. Atlanta, California 30324 | A wide variety of early learning materials. Distributor of many popular name products |
| ACI Films, Inc. 35 West 45th Street New York, N.Y. 10036 | Audio-visual materials, filmstrips, and so on |
| AMF-American Athletic Equipment 200 American Avenue Jefferson, Iowa 50129 | Manufacturers of foam sticks, wedges, barrels, balls, and wheels for development of movement education skills |
| AMSCO School Publications 8020 Lubao Canago Park, California 91306 | Supplies and materials resource for curriculum support |
| ASAHI Overseas Corporation 200 5th Ave. New York, N.Y. 10010 | Battery-operated toys, walkie-talkie, preschool toys |
| Aardvark Media, Inc. 1200 Mt. Diablo Blvd. Walnut Creek, California 94596 | Supplementary reading series emphasizing abilities and accomplishments of females |
| Abington Press 201 Eighth Avenue South Nashville, Tennessee 37203 | Books for teachers and parents |

| Manufacturer or Vendor | Description |
|--|---|
| Acadia Press, Inc. 438 Alder Scranton, Pennsylvania 18505 | Reference texts for educators |
| Acoustifone Corporation 8954 Comanche Chatsworth, California 91311 | |
| Acropolis Books, Ltd. 2400 17th Street, N.W. Washington, D.C. 20009 | Manuals of special learning center techniques and methods. Also, the book <i>Help! My Child Won't Eat</i> |
| Adapt Press, Inc. 808 West Avenue North Sioux Falls, S.D. 57104 | Diagnostic and prescriptive materials, books for teachers and parents |
| Addison Wesley Publications Co. Juvenile Division Reading, Massachusetts 01867 | "Ten Word" texts include poetic, rhythmic words for first reading experiences; also, other supplemental books and posters |
| Advanced Learning Concepts 299 West Wisconsin Ave. Milwaukee, Wisconsin 53203 | |
| Aero Education Projects P.O. Box 71 St. Charles, Illinois | |
| Agathon Press 150 5th Ave. New York, N.Y. 10011 | Texts and curriculum resources for special education; teacher trainer films |
| John Ahlbin & Sons Division of Scott & Fetzer Co. 184 Garden Street Bridgeport, Connecticut 06605 | Scissors and shears of all types |
| Allied Education Council P.O. Box 78 Galien, Michigan 69113 | Educational kit related to spatial organization, language, and numbers |

| Manufacturer or Vendor | Description |
|--|---|
| Allied Educational Service 14118 Kiahesha Courts Houston, Texas 77848 | |
| Allen Company 4200 Arbutus Court Hayward, California 94542 | |
| Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210 | Various textbooks and other supportive material for in- service in special education areas |
| American Book Company 8301 Ambassador Dallas, Texas 75247 | Reference books, enrichment readers, and activity books |
| American Data Products Division of New Avenue Industries, Inc. 7722 Kester Avenue Van Nuys, California 91405 | |
| American Guidance Service Publishers Building Circle Pines, Minnesota 55104 | Tests and educational materials, including a wide range of educational kits for early learning experiences |
| American Instructional Materials P.O. Box 22748 Denton, Texas 76204 | A variety of educational products for curriculum development |
| American Learning Corporation 15562 Graham Street Huntington Beach, Calif. 92649 | Diagnostic and prescriptive reading instructive materials |
| American Printing House for the Blind 1839 Frankfort Ave. Louisville, Kentucky 40206 | Educational aids primarily for use with the blind—basic to concept levels |

| Manufacturer or Vendor | Description |
|--|---|
| American Science & Engineering Education Division 20 Overland St. Boston, Massachusetts 02215 | Early childhood curriculum—a Piaget approach: educational kit and other materials |
| American Speech and Hearing 9030 Old Georgetown Rd. Washington, D.C. 20036 | Professional journals, pamphlets, directories, guide, monographs, and so forth for professionals and parents |
| American Toy & Furniture Co. 6130 North Clark St. Chicago, Illinois 60660 | Tool chests, magnetic puzzles, toys and doll furniture, pre- school toys, bulletin boards and so forth |
| Paul S. Amidon & Associates 4329 Nicollet Avenue South Minneapolis, Minnesota 55409 | Curriculum materials in preaca- demic and academic areas for young learners |
| Amloid Corporation 81 Fifth St. Saddle Brook, N.J. 07662 | Wide range of plastic toys and play kits |
| Ann Arbor Press 610 South Forest Street Ann Arbor, Michigan 38104 | Diagnostic instruments, textbooks, curriculum guides, evaluation materials |
| Angeles Nursery Toys 4105 N. Fairfax Drive Arlington, Virginia 22203 | Manufacturers of wagons, tricycles, carts, and so forth; replacement parts available |
| Appleton-Century-Crofts Division of Meredith Corp. 440 Park Avenue South New York, N.Y. 10016 | Educational support systems, reading enrichment, professional books |
| Applied Learning Systems, Inc. 4840 Sepulveda Blvd. Culver City, California 90230 | Skills for reading and spelling |

| Manufacturer or Vendor | Description |
|--|--|
| Arcadia Press P.O. Box 485 Arlington, Texas 76010 | Supplemental professional books for instruction |
| Arden Press 8331 Alvarado Drive Huntington Beach, California 92646 | Distributor of a wide variety of school guidance and curriculum materials, including diagnostic and remedial aids |
| Arlington Hat Co., Inc. 900 Broadway New York, N.Y. 10603 | Fun and leisure hats, and the like |
| Art and Design Filmstrip Production P.O. Box 3382 Galveston, Texas 77550 | Audio-visual materials |
| Atheneum Publishers 122 East 42nd Street New York, N.Y. 10017 | A wide selection of storybooks for children in the elementary grades |
| Audio-Graphic Supply, Inc. 4593 El Cajon Blvd. San Diego, California 92105 | Audio-visual supplies and equipment |
| Audio-Visual Services, Inc., of Houston 2310 Austin Street Houston, Texas 77004 | Audio-visual supplies and equipment |
| BFA Educational Media Division of Columbia Broadcasting System, Inc. 2211 Michigan Avenue Santa Monica, California 90404 | Enrichment materials on film and filmstrips in the general academic areas; Sesame Street series |
| BRS/LVE Division of Tech Serv, Inc. 5301 Holland Drive Beltsville, Maryland 20705 | Electronic equipment for use in controlling and programming behavioral research |

| Manufacturer or Vendor | Description |
|--|--|
| B & T Learning Materials 1391 Chattahoochee Ave., N.W. Atlanta, Georgia 30318 | A wide variety of instructional materials and aids for special education |
| The Baker & Taylor Company Audio Visual Services Division P.O. Box 230 Mokena, Illinois 60954 | Audio visual materials on reading, career education, bilingual and English as a second language, and so on |
| Bantam Publishers 2841 E. Lincoln Ave. Anaheim, California 92680 | Books for young readers and adults |
| Ray Barsch Center for Learning 22120 Burton Canoga Park, California 91304 | Books and educational materials |
| Bar Zim Toy Company Activities, Limited Division 930 Neward Ave. Jersey City, New Jersey 07306 | Educational toys, craft sets, spelling boards, games and so on |
| Basic Education Computers Shirlington Trust Building Suite 218 2772 South Randolph St. Arlington, Virginia 22206 | Audio-visual response and teaching machines, program cartridges in general pre-academic and academic areas |
| Beacon Enterprises, Inc. 609 River St. Santa Cruz, California 90506 | |
| Beckley-Cardy Company 1900 N. Narragansett Ave. Chicago, Illinois 60639 | Distributor of many popular products of various manufacturers; very comprehensive and complete listing of materials, supplies, and equipment |
| Behavioral Publications Subsidiary of Human Sciences 72 5th Ave. New York, N.Y. 10011 | Day care and early education curriculum materials for professions and parents; also, children's books on psychologically relevant themes |

| Manufacturer or Vendor | Description |
|---|---|
| Behavioral Research Laboratories Box 577 Palo Alto, California 94301 | Enrichment materials for readiness in language arts and mathematics |
| Alexander Graham Bell Association for the Deaf 3417 Volta Place, N.W. Washington, D.C. 20007 | Numerous books and brochures about hearing impairment, monthly magazine and other publications |
| Alexander Graham Bell Association for the Blind 1537 35th Street, N.W. Washington, D.C. 20007 | Numerous books and brochures about hearing impairment and and professional journal |
| Bell & Howell Company 7100 McCormick Blvd. Chicago, Illinois 60645 | Audio-visual equipment, including the Language Master |
| Bellwether, Inc. P.O. Box 457 Tuscaloosa, Alabama 35401 | Manufacturers of cots, pillows, and foam pads; posters and bulletin board aids |
| Arthure R. Below, Inc. 200 5th Ave. New York, N.Y. 10010 | Athletic balls, games, musical and and infant toys, and so on |
| Belwin, Inc. Rockville Centre, L.I. New York, N.Y. 11571 | |
| Benay-Albee Novelty Co. 51-01 Flushing Ave. Mespeth, N.Y. 11378 | Wide variety of different hats |
| Benefic Press 10300 West Roosevelt Rd. Westchester, Illinois 60153 | Publishers of educational aids in the areas of reading, art, math, ecology, science, and so forth |
| Charles A. Bennett Co., Inc. 17582 Cypress Tree Lane Irvin, California 92664 | |

| Manufacturer or Vendor | Description |
|--|--|
| Benziger, Bruce & Glencoe, Inc. 8701 Wilshire Blvd. Beverly Hills, California 90211 | |
| Big Toys 1940 East D Street Tacoma, Washington 98421 | Various recreational structure and other large toys |
| Binney & Smith, Inc. 380 Madison Ave. New York, N.Y. 10017 | Adhesives, brushes, chalks, crayons, modeling clays, oil pastels, paints and Edu-Cards educational products |
| The Blackboard 229-15 Merrick Blvd. Laurelton, New York 11413 | Educational materials for parents, teachers, and children |
| Dick Blick P.O. Box 1267 Galesburg, Illinois 61401 | Vendor for early and special education enrichment aids including Montessori-type materials; Also, furniture and recreational equipment |
| Block House, Inc. 1107 Broadway New York, N.Y. 10010 | Sand toys, jump ropes, tool sets, wide range of miniatures |
| Bobbs-Merrill Company P.O. Box 2038-D Pasadena, California 91105 | Charts, posters, and supplemental reading material |
| Louis A. Boettiger Co. 31 Franklin Ave. Hewlett, New York 11557 | Infant toys and accessories |
| Borg-Warner Educational Systems 600 W. University Drive Arlington Heights, Illinois 60004 | Individualized instructional programs to develop pre-academic and academic skills |

| Manufacturer or Vendor | Description |
|--|--|
| Bowmar Publishing Corporation 622 Rodier Drive Glendale, California 91201 | Manipulative books and toys, listening-singing-rhythm series, physical fitness activities, and so on |
| Bradbury Press, Inc. 2 Overhill Rd. Scarsdale, New York 10583 | |
| Bremmer Multiplication Records, Inc. Wilmette, Illinois 60091 | |
| Brodart, Inc. 1609 Memorial Street Williamsport, Pa. 11701 | |
| Broadhead-Garett Company 4560 East 71st St. Cleveland, Ohio 44105 | Manipulative training devices to enhance learning |
| Bruce Publishing Company Front and Brown Streets Riverside, New Jersey 08075 | |
| CATEC 2754 San Gabriel St. San Bernadino, Calif. 92404 | |
| CEBCO Standard Publishing 104 Fifth Avenue New York, N.Y. 10011 | "Teaching Your Child To Talk" program and other language and speech materials |
| Cadaco, Inc. 310 West Polk St. Chicago, Illinois 60607 | Games and activity sets, including the "Birthday Party Pak" |
| California Association for Neurologically Handicapped Children 734 Busch Dr. Vista, California 92083 | A clearinghouse of various books, literature and the like concerned with children, parents, and educators |

| Manufacturer or Vendor | Description |
|--|---|
| Cambridge Book Company 1245 Tuolumne Rd. Milbrae, California 94030 | |
| Canhc Film Distribution P.O. Box 604 Los Angeles, California | Listing of films related to learning problems and other topics concerned with exceptionality |
| Carrom Games Division Affiliated Hospital Products 1920 S. Jefferson Ave. St. Louis, Missouri 63104 | Wood skill action games and other game equipment |
| Catalog Distributing Service P.O. Box 50 Montville, California 06353 | Catalogs related to athletic, physical education, and recreation equipment, movement education, and so on |
| Centurion Industries, Inc. 2549 Middlefield Rd. Redwood City, Calif. 94063 | Basic arithmetic learning support system, including individualized classroom computer |
| Champions on Film, Inc. 745 State Circle Ann Arbor, Michigan 48104 | |
| Chandler Publishing Company 124 Spear Street San Francisco, California 94105 | |
| Changing Times Education Service 1729 H. Street, N.W. Washington, D.C. 20006 | Multimedia career awareness program K-6 |
| Charter School Books, Inc. 2214 Olmstead Way Anaheim, California 92806 | |
| Childcraft 20 Kilmer Rd. Edison, New Jersey 08817 | A wide range of early childhood materials and equipment, including toys and games |

| Manufacturer or Vendor | Description |
|---|---|
| Child Guidance Toys, Inc. New York, N.Y. 10472 | Educational toys and activities, puzzles, sewing cards, cloths, books, and so on |
| Childhood/Alan Jay 180 West Westfield Ave. Roselle Park, New Jersey 07204 | Preschool educational toys, crib and play pen toys, giant pounder, and so forth |
| Childhood Resources/Artwood P.O. Drawer A Woodland, Georgia 31836 | Manufacturers of wood toys and furniture, including large blocks and storage units |
| Childhood Resources, Inc. 5307 Lee Highway Arlington, Virginia 22207 | Audio-visual library for the early childhood educator including "Inexpensive Additions to Outdoor Play Equipment" and "Waterplay" |
| Children's Music Center, Inc. 5373 West Pico Blvd. Los Angeles, California 90019 | Records and books for exceptional children, books for parents and teachers, musical instruments and equipment |
| Children's Playmate 1100 Waterbury Blvd. P.O. Box 567B Indianapolis, Indiana 46206 | |
| Children's Press 1224 West Van Buren Chicago, Illinois 60607 | A wide variety of books for enrichment and enjoyment |
| Child's World Mankaid, Minnesota 56001 | |
| The Child's World P.O. Box 681 Elgin, Illinois 60120 | Large picture foldouts, study prints, sequence charts, and puzzle games |
| Churchill Films 662 North Robertson Blvd. Los Angeles, California 90069 | Educational films |

| Manufacturer or Vendor | Description |
|--|--|
| Circus Educational Testing Services Box 2814 Princeton, New Jersey 08540 | A comprehensive program of assessment services for pre-primary children |
| Classroom Resource Material Co. 1505 Crockett Street Garland, Texas 75040 | |
| Classroom Technology P.O. Box 3177 San Francisco, California 94131 | Portable classroom photography darkroom |
| Cole Supply P.O. Box 1717 Pasadena, Texas 77501 | |
| Colorforms Walnut Street Norwood, New Jersey 07648 | "Busy Finger Sets" (sew-ons, peg-pals), puppet form, and color forms using plastic sticks-reusable |
| The Combined Book Exhibit Scarborough Park, Albany Post Rd. Briarcliff Manor, New York 10510 | Professional reference books, curriculum guides, books for parents and so on |
| Communication Skill Builders P.O. Box 6081 Tucson, Arizona 85733 | "Peel and Put" supplementary curriculum materials to develop ECE activities |
| Community Playthings Rifton, New York 12471 | |
| Community Skill Builders, Inc. 4156 East Grant Rd. P.O. Box 6081 Tucson, Arizona 85716 | |
| Computer Curriculum Corp. 1032 Elwell Court Palo Alto, California 94303 | Curriculum materials to accompany instructional computer systems |

| Manufacturer or Vendor | Description |
|---|--|
| Comspec, Inc. 5892 Orange Avenue Long Beach, California 90805 | |
| Concept Media 1500 Adams Avenue Costa Mesa, California 92626 | Training audio-visual materials for professional paraprofessional instruction |
| Condor Corporation 6150 West Fund du Lace Ave. Milwaukee, Wisconsin 53218 | Wood jigsaw puzzles, dollhouse furniture, and so forth |
| Connor Forest Industries P.O. Box 847 Wausau, Wisconsin 55401 | Woodboard inlay puzzles, block sets, and infant and youth furniture |
| Connor Toy 207 N. 1st Ave. Wausau, Wisconsin 54401 | Juvenile and doll furniture, nursery and preschool toys, and so forth |
| Consolidated Book Publishers 1727 S. Indiana Ave. Chicago, Illinois 60616 | Reference texts for educators and parents |
| Constructive Playthings 1040 E. 85th Kansas City, Missouri 64131 | Curriculum materials and equipment for special education |
| Consulting Psychologist Press 577 College Ave. Palo Alto, California 94306 | Diagnostic instruments and curriculum materials |
| The Continental Press, Inc. 520 E. Bainbridge St. Elizabethtown, Pennsylvania 17022 | Instructional materials, including ditto masters containing pre-academic and academic instructional activities and kit |
| David C. Cook Publishers Elgin, Illinois 60120 | Educational books |
| Ken Cook Transnational 9929 West Silver Spring Rd. Milwaukee, Wisconsin 53225 | Individualized student response equipment and program |

| Manufacturer or Vendor | Description |
|--|---|
| Cooper Films & Records, Inc. Cooper Building Winchendon, Mass. 01475 | Audio-visual support systems |
| Comet Films 65 East South Water St. Chicago, Illinois 60601 | Educational films |
| Comet Instructional Materials 22875 Rumble El Toro, California 92630 | Curriculum materials in various subject areas |
| The Council for Exceptional Children 1920 Association Drive Reston, Virginia 22091 | A wide range of professional literature and other resources on exceptional children, including the ERIC clearing-house |
| Al Cousins Associates, Inc. 200 5th Ave. New York, N.Y. 10010 | Activity toys, preschool toys, games, fishing and tool sets, and so forth |
| Craig Education 921 W. Artesia Blvd. Compton, California 90220 | Language arts instructional materials system for teachers and parents |
| George F. Cram Company, Inc. 301 South LaSalle Indianapolis, Indiana 46206 | |
| Creative Ideas Company 5328 West 142 Place Hawthorne, California 90250 | Supplemental curriculum materials |
| Creative Playthings Columbia-Broadcasting System Princeton, New Jersey 08540 | Complete line of infant and early childhood toys, game, and activity sets, including furniture and equipment for physical development |

| Manufacturer or Vendor | Description |
|--|---|
| Creative Publications P.O. Box 10328 Palo Alto, California 94303 | Mathematical curriculum materials, including laboratory games and puzzles, classroom management materials |
| Creative Teaching Press, Inc. 514 Hermosa Vista Ave. Monterey Park, Calif. 91754 | Reference texts and guides for teachers and parents |
| Thomas Y. Crowell Company 666 Fifth Ave. New York, N.Y. 10019 | Let's-Read-and-Find-Out series concerned with life science |
| Crown Publishers, Inc. 419 Park Avenue South New York, N.Y. 10016 | Children's books and other books for the general public |
| Cuisenaire Co. of America 12 Church St. New Rochell, N.Y. 10805 | Toys, games, and kits to build math concepts |
| Curriculum of Texas, Inc. 900 Old Koenig, Suite 129 Austin, Texas 77876 | Curriculum materials for the young child |
| Curriculum Resources 121 Avenida Barcelona San Clemente, Calif. 92672 | |
| Danara Products, Inc. 14 Central Blvd. South Hackensack, N.J. 07606 | Infant and preschool toys and accessories including feeding aids |
| John Day Co. c/o Thomas Y. Crowell Co. 666 Fifth Ave. New York, N.Y. 10019 | Supplemental books of various levels of difficulty |
| Day Care and Child Development Council of America, Inc. 1012-14th St. N.W. Washington, D.C. 20005 | A wide range of child care publications and monthly newsletter "Voice for Children" |

| Manufacturer or Vendor | Description |
|--|--|
| DeKalb Toys, Ince-Dekto P.O. 157 DeKalb, Illinois 60115 | Hardwood table and chair sets, workbenches, preschool and educational toys |
| Dell Publishing Company 750 3rd Ave. New York, N.Y. 10013 | A wide variety of reference books for professionals and parents |
| Delmar Publishers A Division of Litton Education Educational Publishing, Inc. P.O. Box 5087 Albany, New York 12205 | Educational guides and books for educators and parents; pre- school curriculum books |
| T. S. Denison & Company, Inc. 321 Fifth Avenue South Minneapolis, Minnesota 55415 | Instructional kits and materials |
| Dennison Manufacturing Company Framington, Massachusetts 01701 | |
| Denoyer-Geppart 5235 Ravenwood Ave. Chicago, Illinois 60604 | Multimedia geography materials |
| J. M. Dent & Sons Limited Toronto, Canada | |
| Developmental Learning Materials 7440 Natchez Ave. Miles, Illinois 60648 | Manufacturers of a wide variety of educational materials to enhance sensory and academic skills |
| Dial, Inc. Box 911 Highland Park, Illinois 60035 | |
| The Dial Press 1 Dag Hammarskjold Plaza New York, N.Y. 10017 | Supplemental reading material |

| Manufacturer or Vendor | Description |
|--|---|
| Disney, Walt, Educational Materials Company 800 Sonora Ave. Glendale, California 91201 | Audio-visual materials which are slowpaced and designed or recommended for use with handicapped children |
| Dolly Toy Company Tipp City, Ohio 45371 | Manufacturers of nursery mobiles, wall decorations, blocks and books |
| Doubleday & Company, Inc. School and Library Services 501 Franklin Ave. Garden City, New York 11530 | Educational kit about animals; includes film loops, prints, books |
| Durham Industries, Inc. 200 5th Ave. New York, N.Y. 10010 | Disney toys, sewing machines, pocket puppets, umbrellas, and so forth |
| E. P. Dutton & Company, Inc. 201 Park Ave., South New York, N.Y. 10003 | Books for parents and teachers regarding exceptional children; also, supplemental books for children |
| Dynamic Communicators of Houston 941 North Wilcrest Houston, Texas 77001 | |
| EDI./McGraw-Hill 1221 Avenue of the Americas New York, N.Y. 10020 | Instruments to assist in learning, various educational kits for perceptual development and academic achievement |
| EMC Corporation 180 East 6th St. St. Paul, Minnesota | Audio-visual materials related to early childhood experiences |
| Early Years One Hale Lane Darien, Connecticut 06820 | Monthly magazine with contents related to preschool-grade three including section on exceptional children |

| Manufacturer or Vendor | Description |
|---|---|
| Eastman Kodak Department 640-B Rochester, New York 14601 | Audio-visual materials and equipment |
| Eckstein Bros., Inc. 4807 West 118th Place Hawthorne, California 90250 | Auditory and speech solid state portable equipment |
| Ecodyne Corporation Suite 935 City Blvd. Organe, California 92668 | Educational materials for pre-academic and academic assessment system |
| Economy Company (Ed. Pub.) P.O. Box 25308 1901 N. Walnut Oklahoma City, Oklahoma | Publishes a wide variety of individualized instructional kits related to language arts, reading and mathematics-preschool through adult education |
| Economy Publishing Company P.O. Box 426 Costa Mesa, California 92627 | |
| Educational Activities, Inc. 1937 Grand Ave. Baldwin, New York 11510 | Records, audio-visual kits, cassettes, books, filmstrips, and so forth |
| Educational Consultant Enterprises, Inc. P.O. Box 1471 Greeley, Colorado 80631 | Educational consultants who provide inservice training. "In-Consultor" newsletter |
| Educational Design Associates P.O. Box 915 East Lansing, Michigan 48823 | Multi-story sequence cards, skills through music, and other materials to assist in early childhood education programs; also training material for special education teacher |
| Educational Design, Inc. 47 West 13th St. New York, N.Y. 10011 | Audio-visual educational materials |

| Manufacturer or Vendor | Description |
|--|---|
| Educational Equipment Maintenance 4319 Merewood Houston, Texas 77035 | |
| Educational Materials of California P.O. Box 923 New Hall, California 91355 | Multimedia math program with high interest and low level skill development |
| Educational Patterns, Inc. 62-83 Woodhaven Blvd. Rego Park, New York 11364 | Prescriptive curriculum for individualized instruction |
| Educational Performance Associates 563 Westview Ave. Ridgefield, New Jersey 07657 | Performance profil, charts, programs and activities to develop language abilities |
| Educational Playsystems, Inc. 200 5th Ave. New York, N.Y. 10010 | Toys and activities designed to develop perceptual skills and cognitive development; each accompanied by an instructional guide |
| Educational Progress P.O. Box 45663 Tulas, Oklahoma 74145 | Multicurriculum materials to supplement early childhood education programs |
| Educational Projections Corp P.O. Box 1187 Jackson, Mississippi 39025 | |
| Educational Research, Inc. Padgitts 401 South 13th Wasco, Texas 76710 | |
| Educational Sciences, Inc. P.O. Box 771 Wallingford, Connecticut 06492 | Program of analysis and achieve- ment for children with learning disabilities and behavioral disorders |

| Manufacturer or Vendor | Description |
|---|---|
| Educational Service, Inc. P.O. Box 219 Stevensville, Michigan 49127 | The Spice Series, activity books and ditto masters to supplement curriculum materials |
| Educational Specialist 27016 Patsy Lane Conroe, Texas 77301 | |
| Educational Teaching Aids 159 West Kinzie Street Chicago, Illinois 60610 | Montessori materials and other teaching aids for special learners including furniture and play-ground equipment |
| Educational Testing Services Princeton, New Jersey 08540 | Educational materials related to conceptual language, math skills, and so forth |
| Educational Toys & Supplies 6416 Van Nuys Blvd. Van Nuys, California 91401 | A wide variety of educational products |
| Educators Publishing Service 75 Moulton St. Cambridge, Massachusetts 02138 | Diagnostic tests and remedial materials, including a variety of textbooks for educators |
| Edu-Cards Corporation 60 5th Ave. New York, N.Y. 10010 | Flash cards, activities and games to promote pre-academic and academic skills |
| Edukaid Ridgewood, New Jersey 07450 | |
| Elka Toys 269 37th St. Brooklyn, N.Y. 11323 | Stuffed animals, infants toys, puppets, musical toys, and so forth |
| Herbert M. Elins Company Tujunga, California 91042 | Visual texts on film, including full-color educational filmstrip and visual acoustic teaching tools |

| Manufacturer or Vendor | Description |
|---|--|
| <p>Empire of Carolina, Inc. (Empire Plastic Corporation) P.O. Box 427 Tarboro, North Carolina 27886</p> | <p>Juvenile furniture, wading pools, playground toys and equipment, sports toys, and so forth</p> |
| <p>Encyclopedia Britannica Educational Corporation 425 North Michigan Avenue Chicago, Illinois 60611</p> | <p>Pre-reading skills program-games and activities to enhance reading readiness</p> |
| <p>Enrich 3437 Alma St. Palo Alto, California 94306</p> | <p>Programmed instruction using prescriptive, individualized materials</p> |
| <p>Entex Industries, Inc. 25930 Belle Porte Ave. Harbor City, California 90710</p> | |
| <p>Environments, Inc. Early Childhood Education Division Beaufort Industrial Park P.O. Box V Benton, South Carolina 29902</p> | <p>Consultant services and newsletter</p> |
| <p>Epoch Playthings 200 5th Ave. New York, N.Y. 10010</p> | <p>Teaching machines, electronic products, hardwood toys, phonovision, preschool toys and games</p> |
| <p>Essco-Educational Supply Co. 2823-25 East Gage Ave. Huntington Beach, California 90255</p> | <p>Vendor of a wide selection of popular materials for teacher and special preschool and school-age children</p> |
| <p>Estamae Record Company Pueblo, Colorado 81001</p> | |
| <p>Exer Genie, Inc. P.O. Box 3320 Fullerton, California 92634</p> | <p>Complete gym equipment</p> |

| Manufacturer or Vendor | Description |
|---|---|
| Expression Company, Pub. P.O. Box 11 Magnolia, Massachusetts 01930 | Professional reference materials and aids for exceptional children |
| Eye Gate 146-01 Archer Ave. Jamaica, New York 11435 | Audio-visual materials on pre- academic and academic subjects including "values" |
| E. E. Fairchild Corporation Box 3947 Rochester, New York 14610 | Captain Kangaroo series of activities for young children, variety of puzzles and table games |
| E. E. Fairchild Corporation 80 Rockwood Place Rochester, New York 14610 | Puzzles, board games, card games, flash cards, and so forth |
| Family Communications, Inc. 4802 5th Ave. Pittsburgh, Pennsylvania 15213 | Mr. Rogers' Neighborhood and audio-visual materials for handicapped children |
| Fearon Publishers, Inc. 6 Davis Drive Belmont, California 94002 | Publishers of a variety of books and materials for early child- hood education, learning dis- abilities, and special education |
| Field Educational Publication 609 Mission Street San Francisco, California 94105 | |
| Field Enterprises Education Corp. Merchandise Mart Plaza Chicago, Illinois 60654 | Publisher of supplemental educa- tional materials including <i>The World Book Encyclopedia</i> and <i>Childcraft</i> |
| Filmstrip House 432 Park Ave, South New York, N.Y. 10016 | Audio-visual support system and workbooks in readiness areas |
| Finney Company 3350 Gorham Ave. Minneapolis Minnesota 55426 | |

| Manufacturer or Vendor | Description |
|---|--|
| Fisher-Price Toys 606 Girard Ave. East Aurora, New York 14052 | Pull and push toys, infant and musical toys, play family toys, puzzles, and wood action toys |
| Five Stop Sales Company 16655 Van Owen Van Nuys, California 91406 | Art products (Rainbo-float-on) |
| Flaghouse, Inc. 18 West 18th St. New York, N.Y. 10111 | Physical education materials and equipment for use by exceptional individuals |
| Follett Educational Corp 1010 West Washington Blvd. Chicago, Illinois 60607 | Comprehensive early childhood development programs, assessment materials, books |
| Football Hobbies 4216 McConnel El Paos, Texas 79904 | |
| Foreara Corporation 5401 Westbard Avenue Washington, D.C. 20016 | |
| Franklin Publications, Inc. 2274 Glen Canyon Rd. Atladena, California 91001 | |
| Fun & Games with Reading 266616 Indian Peak Rd. Palos Verdes Peninsula, California 90274 | |
| Funedio P.O. Box 185 Sparks, Nevada 39431 | |
| Fun-Things Company 11923 Venice Blvd. Los Angeles, California 90066 | |

| Manufacturer or Vendor | Description |
|---|--|
| Gabriel Industries, Inc. 200 5th Ave. New York, N. Y. 10010 | Learning toys and games, including erector sets and junior sporting goods |
| Gage Educational Publishing, Ltd. 164 Commander Blvd. Agincourt, Ontario, Canada MIS 3C7 | Programmed reading and math kits, language activity cards, other educational materials |
| Garrard Publishing Company 1607 North Market Street Champaign, Illinois 61820 | The Dolch reading readiness pro- gram, including phonics games |
| General Electric Company/ Instructional Industries, Inc. Executive Park Ballston Lake, N. Y. 12019 | Project Life language program |
| General Learning Corporation 250 James St. Morristown, New Jersey 07960 | Toy-lending library, a wide variety of educational manipulatives and activities |
| Ginn-Xerox Company 2134 Aster Place Costa Mesa, California 92627 | |
| Ginn & Company Startler Bldg. Boston, Massachusetts 02117 | Language and math materials |
| Globe Book Company, Inc. 175 Fifth Ave. New York, N. Y. 10010 | |
| Goals, Inc. P.O. Box 281 Conroek, Texas 77301 | |
| Goff's Educational Aids 12991 Newport Avenue Tustin, California 92680 | Learning center ideas and materials |

| Manufacturer or Vendor | Description |
|--|---|
| Golden Press, Inc. Division of Western Publ. Co. 150 Parish Drive Wayne, New Jersey 07470 | Supplemental books of a wide variety for pre-academic, academic, and pleasure |
| Grade Teacher Book Club P.O. Box 5555 Riverside, New Jersey 08075 | Monthly publication and supplemental readers for children |
| Great Ideas, Inc. P.O. Box 274 Commack, New York 11725 | Manipulative math materials and taskbooks including bilingual kits |
| Robert Green Enterprises 111 South Randell St. Madison, Wisconsin 53715 | Piagetian instructional program using hardwood cars and trucks and activity cards for concept building in various areas |
| Grolier Educational Corp. 845 Third Ave. New York, N.Y. 10022 | Programmed learning materials, reading, and so forth |
| Grosset and Dunlap, Inc. Education Division 51 Madison Ave. New York, N.Y. 10010 | Publish many books to supplement curriculum areas from preschool to grade 6; includes topics such as language arts, jokes, and riddles, early start preschool readers, easy readers, and spanish easy readers |
| Grune & Stratton, Inc. 111 Fifth Avenue New York, N.Y. 10003 | Assessment materials, books and professional publications |
| Gulf Coast Educational Products 4621 Fannin Street Houston, Texas 77004 | |
| Gund Manufacturing Co. 360 Suydam St. Brooklyn, N.Y. 11237 | Hand puppets, beanbags, infant toys, musical animals, and so forth |

| Manufacturer or Vendor | Description |
|---|--|
| Gymnastic Supply Company (GSC Athletic Equipment) 600 North Pacific Ave. San Pedro, California 90731 | Equipment for movement education: air barrels, tumbler, animals, table, parachute, and many other helpful aids |
| H-G Toys, Inc. 750 Park Place Long Beach, N.Y. 11561 | Hobby kits, play sets, easels and materials, paint sets, puzzles and chalkboards |
| H & H Enterprises, Inc. P.O. Box 3342 Lawrence, Kansas 66044 | Behavior management and training materials for teachers and parents |
| E. M. Hale & Company Eau Claire, Wisconsin 54701 | High interest-low reading level books |
| Hallmark Films & Recordings, Inc. 1511 E. North Avenue Baltimore, Maryland 21213 | Training films for teachers and paraprofessionals |
| Halsam Products Company Division of Playskool Chicago, Illinois 60645 | Complete line of preschool toys educational wood toys, infant toys, tyke byke, and other toys and games |
| Happy Math & Mathways 5534 Mason Avenue Woodland Hills, Calif. 91364 | |
| Happy-Time Records 8-16 43rd Avenue L.I.C. New York, N.Y. 10001 | |
| Harcourt Brace Jovanovich, Inc./The Psychological Corp. 757 Third Avenue New York, N.Y. 10017 | Assessment instruments and professional texts and aids |
| Harper & Row 49 East 33rd Street New York, N.Y. 10017 | Stories about family life and family relationships; wide selection of picture books |

| Manufacturer or Vendor | Description |
|--|--|
| Hasbro Industries, Inc. (Empire Pencil) 1027 Newport Avenue Pawtucket, Rhode Island 02862 | Doctor and nurses kits, preschool toys, sewing kits, juvenile, sporting goods, wooden toys, Romper Room series, phonoviewer machines |
| H. Walt Haufe and Company 4203 Richmond Ave. Houston Texas 77027 | |
| Hayden Book Company, Inc. 11256 Babbitt Ave. Granada Hills, California 91344 | |
| D. C. Heath and Company Southwestern Regional Office 2700 Stemmons Expressway Dallas, Texas 75207 | Reference texts for professionals and parents |
| Highlights for Children 2300 West 5th Ave. Columbus, Ohio 43216 | Supplemental curriculum materials, multimedia presentations |
| Hoffman Information Systems 4423 Arden Dr. El Monte, California 91734 | Individualized instruction in reading and language arts, including bilingual program |
| Holiday Games P.O. Box 2565 Bell Gardens, California 90201 | |
| Holt, Rinehart & Winston 383 Madison Ave. New York, N.Y. 10017 | Educational materials for home and community, holidays, seasons, animals, sounds and patterns |
| Houghton-Mifflin Company One Beacon St. Boston, Massachusetts 02107 | Educational kits related to language, listening, letter cards, animals, and so forth; audio-visual support system for preschool curriculum |

| Manufacturer or Vendor | Description |
|---|---|
| Hubbard Scientific Company 2855 Shermer Rd. Northbrook, Illinois 60062 | Life science programs designed for special education |
| Hudson Photographing, Inc. Irving-on-Hudson New York, N.Y. 10001 | |
| Huff & Company P.O. Box 3675 Stanford, California 94305 | Supplemental educational materials for staff, parents, and children regarding assess- ment, remediation, and evaluation |
| Human Development Training Institute 7574 University Ave. Lamesa, California 92041 | Developmental profile awareness activities social interaction; films and activities for teaching children about conflict feelings |
| Human Policy Press Box 127 University Station Syracuse, New York 13210 | Instructional materials on social change for educators and others |
| IBM Corporation 7900 North Astronaut Blvd. Cape Canaveral, Florida 32920 | Office equipment (typewriters and the like) for use in special education |
| Ideal School Supply Company 11000 S. Lavergne Ave. Oak Lawn, Illinois 60453 | A wide range of toys and games and other educational materials to promote different pre-academic skills; also, equipment and supplies |
| Imperial Film Company 4404 S. Florida Ave. Lakeland, Florida 33803 | Educational films |
| Imperial International Learning Corporation P.O. Box 548 Kankakee, Illinois 60901 | Multisensory programmed material in pre-academic and academic areas |

| Manufacturer or Vendor | Description |
|--|---|
| Incentive Publications, Inc. P.O. Box 12522 Nashville, Tennessee 37212 | Curriculum materials, including the Kids' Stuff series |
| Inner Cities 651 Vanderbilt Ave. Brooklyn, N.Y. 11238 | |
| In-sight Learning Aids 3113 S. Manitoba Santa Ana, California 92704 | |
| Institute of Educational Research 4 West Park Ave. Long Beach, N.Y. 11561 | Programmed reading curriculum for exceptional children |
| Instructional Communications Technology, Inc. Taylor Associates Hawk Drive Huntington, New York 11743 | Audio-visual equipment for reading |
| Instructional Fair, Inc. 4158 Lake Michigan Drive Grand Rapids, Michigan 49504 | A variety of materials for preschool curriculum |
| Instructo Corporation (Subs. McGraw-Hill) Cedar Hollow Rd. Padli, Pennsylvania 19301 | Flannelboards and manipulatives, mobiles, science kits, filmstrips and records; spirit duplicating activity books |
| International Book Company 7300 Biscayne Blvd. Miami, Florida 33138 | |
| Interpretive Education 400 Bryant St. Kalamazoo, Michigan 49001 | |

| Manufacturer or Vendor | Description |
|---|--|
| Interstate Library Service Co. 4600 N. Cooper Oklahoma City, Oklahoma 3100 | |
| Interstate Printer and Pub. 19 North Jackson Street Danville, Illinois 61832 | Professional and Paraprofessional materials for use with excep- tional children |
| Jalmar Press, Inc. 391 Munroe St. Sacramento, California 95825 | Transactional analysis support materials for young children including filmstrips, cassettes |
| Milton A. Jacobs, Inc. (Jacobs Sales, Inc.) 200 5th Ave. New York, N.Y. 10010 | Preschool toys, crafts, peg table, sports equipment, and so forth |
| Jayfro Corporation Hartford Turnpike P.O. Box 400 Waterford, Connecticut 06385 | |
| Judy Company 310 North Second Street Minneapolis, Minnesota 55400 | |
| Kaplan School Supply Corp. 600 Jamestown Rd. Winston-Salem, North Carolina 27103 | Outdoor and indoor play equip- ment, infant toys, diagnostic tests and programs (Learning Accomplishment Profile) records and teacher aids |
| Ken-a-vision 5615 Raytown Rd. Kansas City, Missouri 64133 | |
| Kenner Products Division of General Mills Fun Group, Inc. 912 Sycamore St. Cincinnati, Ohio 45202 | A wide range of "audio" toys, dolls and other educational games, toys, and activities |

| Manufacturer or Vendor | Description |
|--|--|
| Kiddie Kreations 4301 Lahser Rd. Bloomfield Hills, Michigan 48103 | Thermal insulated drinking mugs for children to design |
| Kilgore Corporation Toone, Tennessee 38381 | Toys and games for preschool, wood action toys, and so forth |
| Kimbo Educational Records P.O. Box 246 Deal, New Jersey 07723 | Records, cassettes, filmstrips, and books, including activities for movement education |
| Kindern, Inc. Early Childhood & Special Education Materials 1354 Rupert Rd. Decatur, Georgia 30030 | A variety of educational activities and materials |
| King Features 235 East 45th St. New York, N.Y. 10017 | |
| Kleeco Publishing, Inc. 600 West Jackson Blvd. Chicago, Illinois 60606 | |
| Knowledge Aid; MJE Corporation 6633 West Howard Street Niles, Illinois 60648 | |
| Kohner Bros., Inc. P.O. Box 158 East Paterson, New Jersey 07407 | Infant and preschool age toys and games |
| Kusan, Inc. 3206 Belmont Blvd. Nashville, Tennessee 37212 | Push-pull toys, play sets, furniture, including Disney characters, and games |
| Lady Bug Enterprises 16 Viking Hall Port Lavaca, Texas 77979 | |

| Manufacturer or Vendor | Description |
|--|---|
| <p>Lakeshore Curriculum Materials 5369 West Pico Blvd. Los Angeles, California 90019</p> | <p>A wide variety of educational materials and equipment to be used in early childhood programs for the handicapped</p> |
| <p>Lakeshore Equipment Company 16463 Phoebe Ave. La Mirada, California 90638</p> | |
| <p>Lakeside Toys Div. of Leisure Dynamics, Inc. 4400 West 78th Street Minneapolis, Minnesota 55435</p> | <p>Wide assortment of games, kits, play sets (medical, cosmetic, jewelry, etc.) and child edition of popular TV games</p> |
| <p>Lapin Productions Asbury Park, New Jersey 07712</p> | |
| <p>Laurie Enterprises Haverhill, Massachusetts 01830</p> | |
| <p>Learn-X Corporation 1600-2400 Eighth Ave. Lake City, Minnesota 55041</p> | <p>Visual-audio-tactile program, alphabet and number concept aids, and so forth</p> |
| <p>Learning Arts P.O. Box 917 Wichita, Kansas 67201</p> | |
| <p>The Learning Business 30961 Agoura Rd.-Suite 325 Westlake Village, California 91361</p> | <p>Curriculum materials related to language development, reading, math, and parent education</p> |
| <p>Learning Concepts, Inc. 2501 North Lamar Austin, Texas 78705</p> | <p>Diagnostic and remedial materials in special education subjects; Bilingual and bicultural materials</p> |
| <p>Learning Pathways, Inc. P.O. Box 1407 Evergreen, Colorado 80439</p> | <p>Diagnostic materials, in-service support system, curriculum materials</p> |

| Manufacturer or Vendor | Description |
|---|--|
| Learning Products, Inc. 725 Fee Fee Rd. Maryland Heights, Missouri 63043 | Building blocks and puzzles, chairs and table, ride toys, and so forth |
| Learning Resources P.O. Box 538 El Toro, California 92630 | Color filmstrips to supplement instructional materials |
| Learning Skills, Inc. 17951-G Sky Park Circle Irvine, California 92707 | Prescriptive reading program |
| A. B. Le Crone Co. 819 N.W. 92nd Oklahoma City, Oklahoma 73114 | Rhythm records, music books, and musical instruments |
| The Lederer Industries, Inc. 50 Carnation Ave. Floral Park, N.Y. 11002 | Holiday-related toys, games, and prizes |
| Leggo Division Samsonite Corporation Denver, Colorado 80217 | |
| Lerner Publications Co. 241 First Avenue Minneapolis, Minnesota 55401 | |
| Leswing Communication, Inc. 5208 Alta Vista St. San Diego, California 92109 | |
| Lieberman Associates 200 5th Ave. New York, N.Y. 10010 | |
| Lincoln Music 162 West Lincoln Ave. Anaheim, California 92805 | Musical instruments, music, and rhythm instruments. |

| Manufacturer or Vendor | Description |
|---|--|
| J. B. Lippincott Co. Education Publishing Company East Washington Square Philadelphia, Penn. 19105 | Pre-reading, readiness, and early childhood materials |
| Listener Educational Enterprises, Inc. Hollywood Blvd. Hollywood, California 90028 | Audio-visual materials for language math, social science, and bilingual-bicultural education |
| Little, Brown & Co. 34 Beacon St. Boston, Massachusetts 02106 | A variety of books with high appeal for children |
| Little Kenny's Publications, Inc. Chicago, Illinois 60630 | |
| Barnell Loft & Dexter Westbrook, Inc. 958 Church Street Baldwin, New York 11520 | Individual reading and language arts curriculum materials |
| Love Publishing Company 6635 East Villanova Place Denver, Colorado 80333 | Books, educational kits, and newsletters for use with exceptional children |
| E. S. Lowe Company, Inc. 39-34 43rd St. Long Island City, N.Y. 11104 | Educational games and toys, puzzles, table games |
| Lyndon Craft Educational Equipment P.O. Box 12 Rosemead, California 91770 | Motor education equipment, curriculum materials for special education, and so forth |
| Lyons Band Company 688 Industrial Drive Elmhurst, Illinois 60126 | Regular musical instruments and accessories |
| Lyons & Carnahan Publishers 407 East 25th Street Chicago, Illinois 60616 | Educational books for children |

| Manufacturer or Vendor | Description |
|--|--|
| Lyons Catalog Lyons Band 530 Riverview Ave. Elkhart, Indiana 46514 | Learning materials for the early years and exceptional children, including most popular name educational products and rhythm instruments |
| MCM Corporation 283 Greenwich Ave. Greenwich, Connecticut 06830 | Cassette recorder and card reader for individualized instruction |
| McCormick-Mathers Publishing 213½ Arnaz Dr. Beverly Hills, California 90211 | |
| McDougal, Littell & Company 2557 Fairbrook Dr. Mountain View, California 94040 | |
| McGraw-Hill Early Learning Cedar Hollow & Mathews Rds. Paoli, Pennsylvania 19301 | Extensive materials for early childhood special education, including some with Spanish adaptation; audio-visual aids |
| McIntosh-Lind Industries, Inc. Houstin, Texas 77029 | |
| McKnight & McKnight Publishing Company Bloomington, Illinois 61701 | |
| McMillin-Anderson, Inc. P.O. Box 4247 Pasadena, Texas 77502 | |
| 3M Business Products 6521 Southwest Freeway Houston, Texas 77036 | |
| MacMillan Publishing Co., Inc. Front and Brown Streets Riverside, New Jersey 08075 | Materials for perceptual and organization skills, math and science, language and social; other early childhood "discovery" materials |

| Manufacturer or Vendor | Description |
|--|---|
| MacMillan Teachers Center 2200 W. Alameda Ave. Denver, Colorado 80223 | A wide range of educational materials, supplies, equipment, and furniture |
| Mafex Associates, Inc. P.O. Box 519 Johnstown, Pennsylvania 15907 | A variety of curriculum guides and books for parents and teachers |
| Magnus Craft Materials, Inc. 304-8 Cliff Lane Cliffside Park, New Jersey 07010 | Creative arts and crafts supplies |
| Maidment Sales Corporation 200 5th Ave. New York, N.Y. 10010 | Puzzles, activity games, recreational equipment, preschool toys |
| Malk Associates 319 Patchester Drive Houston, Texas 77024 | |
| Manson Western Corporation 12031 Wilshire Blvd. Los Angeles, California 90025 | |
| Maplewood Products Peabody, Massachusetts 01101 | |
| William B. Marcus 200 5th Ave. New York, N.Y. 10010 | Sesame Street, books, records, wood toys, games, and so forth |
| Marie's Educational Materials, Inc. 1958 South Murphy Sunnyvale, California 94086 | Vendor of a wide range of educational products |
| Marlin Toy Products, Ind. 300 Ellison St. Horicon, Wisconsin 53202 | Infant and preschool toys |

| Manufacturer or Vendor | Description |
|--|---|
| Mattel, Inc. 5150 Rosecrans Ave. Hawthorne, California 90250 | A wide range of preschool toys and games, including those that talk; Barbie dolls, and so forth |
| Charles Mayer Studios, Inc. 140 E. Market St. Arkon, Ohio 44308 | Visual training aids, materials for speech therapy |
| Mead Educational Services 245 North Highland Ave., N.W. Atlanta, Georgia | A wide variety of early childhood/ special education learning tools, furniture and outdoor hoops, balls, and so forth |
| Media for Education 10929 Weyburn Los Angeles, California 90024 | |
| Melton Book Company, Inc. 111 Leslie Street Dallas, Texas 75207 | |
| Mental Health Materials Center 104 East 25th Street New York, N.Y. 10022 | |
| Merdel Game Manufacturing Co. Ludington, Michigan 49431 | Games and Equipment to enhance physical coordination |
| Charles E. Merrill Publishing Co. 1300 Alum Creek Drive Columbia, Ohio 43216 | Study prints for creative growth and learning in pre-academic and academic areas |
| Merwin Smith Company, Inc. 200 5th Ave. New York, N.Y. 10010 | Infant toys, beach and sand toys, scientific toys and telescopes |
| Midwest Publishing Company P.O. Box 307 Birmingham, Michigan 48012 | Games, activity books, and so forth, to supplement curriculum |

| Manufacturer or Vendor | Description |
|--|---|
| Midwest Publications Co., Inc. P.O. Box 129 Troy, Michigan 48084 | |
| Milady Publishing Company 3839 White Plains Rd. Bronx, New York 10467 | |
| Miller Books 489 San Pasquel Dr. Alhambra, California 91801 | |
| Miller-Brody Productions, Inc. 342 Madison Ave. New York, N.Y. 10017 | Math audio response system, grades 3-8 and audio-visual in- structional materials |
| John G. Millser 4611 Cole Street Amarillo, Texas 79106 | |
| Milliken Publishing Company 810 N. Waterman Avenue San Bernardino, California 92410 | Preschool and kindergarten teach- ing aids to promote readiness skills, including filmstrips and duplicating masters |
| Milton Bradley Company/ Playskool Springfield, Massachusetts 01101 | A wide variety of educational toys, games, educational kits, and child-size furniture |
| Mind, Inc. 1133 Avenue of the Americas New York, N.Y. 10036 | Pre-academic and academic materials, films, and so forth |
| Mind/Matter Corporation P.O. Box 345 Danbury, Connecticut 06810 | Manipulative devices for teaching early childhood subjects, in- cluding metric system |
| Miner Industries, Inc. 200 5th Ave. New York, N.Y. 10010 | Child-size household items, infant toys, dolls, and so forth |

| Manufacturer or Vendor | Description |
|---|--|
| Mini-Gym, Inc. 909 W. Lexington Ave. Independence, Missouri 64050 | Physical exercise equipment, including that appropriate for use with handicapped children |
| Miracle Recreation Equipment Co. Box 275 Grinnell, Iowa 50112 | Instructional swimming system with learner pool and other recreational equipment |
| Modern Curriculum Press 985 S. Carmelina Los Angeles, California 90049 | Diagnostic tests, readiness materials, and teacher's aids |
| Modern Education Corporation P.O. Box 721 Tulsa, Oklahoma 74101 | Materials used in speech and language therapy-cards, games and so forth |
| Montessori Toys, Inc. 15 Central Drive Farmingdale, New York 11735 | Manipulative toys and activities to accompany Montessori-type programs |
| Morrison School Supplies 304 Industrial Way San Carlos, California 94070 | Distributor of a wide variety of popular name brands of educational materials and supplies |
| Morrow-Lothrop School & Library Division 105 Madison Ave. New York, N.Y. 10016 | |
| The C. V. Mosby Company 3301 Washington St. Louis, Missouri 61303 | Curriculum guides and other teaching aids developed for exceptional children |
| Mosier Materials Box 3036 San Bernardino, California 92402 | Variety of "space rugs" used to promote balance, coordination, spatial orientation, and so forth |
| Motivation Development, Inc. Box 427 Bishop, California 93514 | Individualized programs in math and music |

| Manufacturer or Vendor | Description |
|--|---|
| <p>Multi-Media 3146 Carlston Drive Dallas, Texas 75235</p> | |
| <p>Multiple Toymakers Division of Miner Industries 200 5th Ave. New York, N.Y. 10010</p> | <p>Skill and action games, cars, trucks, puzzles, and so forth</p> |
| <p>Munro Games, Ind. 3901 Union Rd. Buffalo, N.Y. 14225</p> | <p>Games, sports equipment, and "triple-thick" picture puzzles</p> |
| <p>Murdock Corporation 158 Carter Street Chelsea, Massachusetts 02150</p> | |
| <p>My-Toy Co., Inc. My-Toy West, Inc. 140-43rd St. Brooklyn, N.Y. 11323</p> | <p>Stuffed toys, musical toys, vinyl novelties, preschool toys, puppets, and so forth</p> |
| <p>NASCO 901 Jonesville Ave. Fort Atkinson, Wisconsin 53538</p> | <p>A comprehensive catalog of teaching aids and supplies for preschool, special education aids, arts and crafts</p> |
| <p>National Aid to Visually Handicapped 3201 Balboa Street San Francisco, California 94121</p> | <p>Educational products for the visually impaired</p> |
| <p>National Association for Retarded Citizens 2709 Avenue E. East Arlington, Texas 76011</p> | <p>Programs and services for retarded individuals</p> |
| <p>National Audiovisual Center Washington, D.C. 20409</p> | <p>Audio-visual materials produced by or for U.S. government agencies, including training films for professionals and parents</p> |

| Manufacturer or Vendor | Description |
|--|---|
| National Educational Corp. #59 South McDonough Street Montgomery, Alabama 36104 | |
| National Educational Laboratory Publishers, Inc. 813 Airport Austin, Texas 78702 | Multi-media instructional systems (Spanish-English, and English) |
| National Textbook Co. 425 South Shields Anaheim, California 92804 | Vendor of major textbooks for professionals |
| Navajo Education Resources Center P.O. Box 148 Tohatchi, New Mexico 87325 | Special education programs and services provided by the Bureau of Indian Affairs |
| New Century 440 Park Ave., South New York, N.Y. 10016 | Audio visual support system for language development, reading, and math readiness |
| New American Library 120 Woodbine Street Bergenfield, New Jersey 07621 | Sesame Street paperbacks |
| New Dimensions in Education, Inc. 160 Dupont Street Plainview, New York 11803 | Individualized reading programs |
| New Readers Press Syracuse, New York | |
| Newsfoto, Ed. Division Taylor Publishing Company Box 1392 San Angelo, Texas 76901 | |
| Nifty, Inc. Houston, Texas | |

| Manufacturer or Vendor | Description |
|---|---|
| Noble & Noble Publishing Co. 750 Third Avenue New York, N.Y. 10013 | A variety of readiness materials, including the Try kit for reading |
| North American Recreation P.O. Box 758 Bridgeport, Connecticut 06601 | Recreational equipment for special programs in corrective and adapted physical activities |
| Nystrom 3333 Elston Avenue Chicago, Illinois 60618 | |
| Ohio Art Co. P.O. Box 111 Bryan, Ohio 43506 | Etch-a-Sketch, preschool items, sand and beach toys and so forth |
| Olympus Publishing Company 1670 East 13th South Salt Lake City, Utah 84105 | Toy lending library, audio-visual support system for parents and teachers, child development and career education materials |
| Open Court Publishing Co. Box 399 LaSalle, Illinois 61301 | Educational materials to teach basic physical, social and intellectual skills |
| Opportunities for Learning 502 1/2 Lankershim Blvd. Dept. G4 North Hollywood, California 91601 | Selected materials for special learners and teachers in-service education |
| F. A. Owen Publishing Co. Dansville, New York 14337 | |
| Oxford Book Co., Inc. 1648 Fairlawn Avenue San Jose, California 95125 | |
| P.S.M., Inc. 11000 Reistertown Rd. Owingsmills, Maryland 21117 | |

| Manufacturer or Vendor | Description |
|---|--|
| Pacific Oaks College/ Children School 714 West California Blvd. Pasadena, California 91105 | |
| Pacific Press Publications Associates Mountain View, Calif. 94040 | |
| Padgets 401 South 13th St. Waco, Texas 76710 | |
| Palmer Company 1720 West Irving Park Rd. Schaumburg, Illinois 60172 | |
| Serbando P. Pantanan Editorial Prentice-Hall Int. Englewood Cliffs, New Jersey 07632 | |
| Parents' Magazine Press 52 Vanderbilt Ave. New York, N.Y. 10017 | Audio-visual support system for parents and teachers to gain understanding of the child; books for children and adults |
| Parents Are Teachers (PAR) Project 464 Central Ave. Northfield, Illinois 60093 | Curriculum guides for parents and teachers primarily using house- hold items as teaching tools; bilingual edition available |
| Peek Publications P.O. Box 11065 Palo Alto, California 94306 | Curriculum materials including perceptual motor and devel- opmental games |
| Peerless Playthings Co., Inc. 80 Grove Street Paterson, New Jersey 07503 | Commercial toys and games |
| Pennant Educational Materials 4680 Alvarado Canyon Rd. San Diego, California 92120 | Variety of educational products |

| Manufacturer or Vendor | Description |
|---|---|
| Perception Development Research Associates P.O. Box 936 Laporte, Texas 77571 | |
| Perceptual Learning Systems P.O. Box 864 Dearborn, Michigan 48121 | Assersment instruments and pro- grams for auditory perception |
| Peripole Brown Milles, New Jersey 08015 | |
| Philip Specalty Co. 3018 E. Main Grand Prairie, Texas 75050 | Manufacturers of tables and stools |
| Philograph Publications, Ltd. 69-79 Fulham High Street London, SES, England | |
| Phonovisual Products, Inc. 12216 Parklawn Dr. Rockville, Maryland 20852 | Games, books, and charts to pro- mote reading skills |
| Photo School Films, Inc. 3770 Tracy Street Los Angeles, California 90027 | Curriculum materials used in teaching communication skill to adolescents and adults |
| Photo and Sound Company 870 Monterey Pass Road Monterey Park, Calif. 91754 | Programmed materials for math and reading |
| Pitman Publishing Company 20 East 4600 Street New York, N.Y. 10017 | Professional reference books |
| Plastic Toy and Novelty Company 5801 Second Ave. Brooklyn, New York 11220 | Infant and preschool educational toys, children's sports sets (golf, and so forth) |

| Manufacturer or Vendor | Description |
|---|---|
| Plastics Manufacturing Co. 2700 South Westmoreland Dallas, Texas 75224 | Supplies and materials for arts and crafts |
| Platt and Munk Quector Education Products Co. 1055 Bronz River Ave. Bronx, New York 10472 | Child guidance toys and activities, hobby kits, serving cards, and so forth |
| Play'N'Talk International Headquarters Oakhlahoms City, Oklahoma 73116 | |
| Playground Corp. of America Division Modular - Aqua Systems 29-24 40th Ave. Long Island City, New York 11101 | Manufacturers of "Playscape," a scientifically coordinated planned play environment de- signed to promote physical coordination |
| Playschool, Inc. Milton Bradley Co. 3720 N. Kedzie Ave. Chicago, Illinois 60618 | Preschool toys, wooden toys, in- fant toys, tiles and bricks, activity kits, and so forth |
| Portoland & Meyer Sales 1107 Broadway New York, N.Y. 10010 | Games, puzzles, activity cards, and so forth |
| Potomac Engineering Co. 664 North Michigan Avenue Chicago, Illinois 60611 | |
| Practical Drawing P.O. Box 5388 Dallas, Texas 75222 | |
| Prentice-Hall International Englewood Cliffs, New Jersey 07632 | Reference books for professional and para-professionals |

| Manufacturer or Vendor | Description |
|---|--|
| Preschool Learning Corp. Box 6244 Overland Park, Kansas 66207 | Parent-teaching workbooks containing activities to promote basic skills in children |
| Pre-School Publications P.O. Box 272 Commerce, Texas 75428 | A wide variety of equipment, learning materials and teaching aids |
| Pressman Toy Corporation 200 5th Ave. New York, N.Y. 10010 | Preschool toys and games, and so forth |
| J. A. Preston Corporation 71 Fifth Ave. New York, N.Y. 10003 | Eating utensils and aids, Montessori-type materials, playground equipment, and a wide selection of special materials; also wheelchairs |
| Mel Price Sales Corporation 200 5th Ave. New York, N.Y. 10010 | Costumes, infant musical toys, hobby kits, and so forth |
| Princeton Playthings 2345 Paragon Dr. San Jose, California 95131 | Toys and games to enhance perceptual growth and pre-academic and academic skills |
| Printing Road to Reading Whittier College 13406 E. Philadelphia Whittier, California 90601 | |
| Proctor and Gamble Professional Services Division P.O. Box 171 Cincinnati, Ohio 45201 | Mental hygiene program basic dental health packet |
| Pruett Press P.O. Box 1560 Boulder, Colorado 80301 | |
| Pumpkinseed Coldwater Tavern Rd. Nassau, New York 12123 | |

| Manufacturer or Vendor | Description |
|---|---|
| <p>G. P. Putnam's Sons Coward, McCann & Geoglegan, Inc. 200 Madison Ave. New York, N.Y. 10016</p> | |
| <p>Questor Education Products Co. 1055 Bronx River Ave. Bronx, New York 10472</p> | <p>Child guidance toys and games, including the Sesame Street series, magnetic boards, and Tinkertoy sets; books for children</p> |
| <p>RCA Records Educational Department 1133 Avenue of the Americas New York, N.Y. 10036</p> | <p>Audio-visual support system, books and records for preschool and early childhood</p> |
| <p>R & E Research Associates 4843 Mission St. San Francisco, California 94112</p> | |
| <p>R & S Toy Manufacturing Co. 344 Maujer St. Brooklyn, New York 11206</p> | <p>Tool chests, preschool educational toys, canteen sets, and so forth</p> |
| <p>Alex Rachak Recreation Co. 3051 S. Broadway P.O. Box 18 Englewood, Colorado 80110</p> | <p>Distributor of a wide range of educational and indoor athletic play equipment</p> |
| <p>Radiant Manufacturing Company Morton Grove, Illinois 60053</p> | |
| <p>Rand McNally and Company 11206 Austin Way Stanton, California 90680</p> | <p>Supplemental books</p> |
| <p>Random House, Inc. Department of Library Services 201 E. 50th St. New York, N.Y.</p> | <p>Newsletter, bibliographies, juvenile and individualized learning and curriculum enrichment, posters</p> |

| Manufacturer or Vendor | Description |
|---|--|
| Random House/Singer 4640 Harry Hines Blvd. Dallas, Texas 75235 | Reading readiness activities and other educational kits and curriculum guides |
| Readers Digest Association, Inc. Pleasantville, New York 10570 | Playskills Kits to assist young children to master basic learning skills |
| Recreation/Physical Activities Supplies P.O. Box 2004 Anaheim, California 92805 | Table games, puzzles, mats, gym equipment adaptable for exceptional children |
| Reeves International, Inc. 1107 Broadway New York, N.Y. 10010 | Preschool and infant toys, trains, sailboats, wooden castles, and so forth |
| Reliance Products Corporation 108 Mason Street Rhode Island 02895 | Playthings and accessories for children from birth to 24 months of age; toys and puppets, and so forth |
| Remco Industries, Inc. Cape May Street Harrison, New Jersey 07029 | Preschool toys, dolls, camping activity sets, electronics toys, and so forth |
| Remington Rand Office Machines P.O. Box 66829 Houston, Texas 77006 | Table games on a wide variety of different subjects |
| Research Games, Inc. 200 5th Ave. New York, N.Y. 10010 | Reference books for parents and educators |
| Responsive Environments Corp. 200 Sylvan Avenue Englewood Cliffs, New Jersey 07632 | |

| Manufacturer or Vendor | Description |
|---|--|
| Review Educational Films, Inc. 3623 Cahuenga Blvd. West Hollywood, Calif. 90068 | Audio-visual math support system |
| Rhemm Caliphone Corporation 5922 Boxcraft Avenue Los Angeles, California 90016 | |
| Rhythm Band, Inc. P.O. Box 126 Fort Worth, Texas 76101 | |
| Rhythm Records, Inc. 819 Northwest 92nd Oklahoma City, Oklahoma 73120 | |
| Frank E. Richards Publishers 1453 Main Street Phoenix, New York 13135 | Special education materials for the disadvantaged and slow learner |
| Frank E. Richards Publishing Co., Inc. 330 First St. Liverpool, New York 13088 | Reference books for educators and activity books for children |
| S. P. Associates 1807 Sindney Street Houston, Texas 77017 | |
| S & S Arts and Crafts Colchester, Connecticut 06415 | Arts and crafts supplies and materials for exceptional children |
| Gilbert Sacks Enterprises P.O. Box 66442 Los Angeles, California 90066 | Playbuoy equipment to be used for exercise and play involvement |
| William H. Sadlier & Oxford Book Co. 2085 E. Foothill Blvd. Pasadena, California 91109 | |

| Manufacturer or Vendor | Description |
|---|--|
| Sanitoy, Inc. 150 Roosevelt Place Palisades Park, N.Y. 07650 | |
| San Sebastian Designs 4007 Bellaire Blvd. Houston, Texas 77025 | |
| Saturday Evening Post Youth Publications P.O. Box 1463 Indianapolis, Indiana 46206 | A collection of activity books for young children, including monthly publications |
| W. B. Saunders Co. West Washington Square Philadelphia, Penn. 19105 | Reference books and related publications primarily in the area of psychology |
| Scandia Workshops—a Division of Powell School Read Oak, Iowa 51566 | Instructional materials for exceptional children |
| FAO Schwarz Fifth Ave. at 58th St. New York, N.Y. 11022 | A wide variety of toys, games, musical instruments, and so forth; child-size occupational uniforms |
| Science Research Associates, Inc. 259 E. Eric Street Chicago, Illinois 60611 | The SRA series for early childhood learning programs; also, the DISTAR instructional system |
| Frank Schaffer 26616 Indian Peak Rd. Palos Verdes, California 90724 | A variety of activity cards, books, and so on to supplement instruction |
| Schloat Productions A Prentice-Hall Company 150 White Plains Rd. Tarrytown, New York 10591 | A variety of color sound filmstrips on various subjects related to learning |
| Scholastic Magazines 902 Sylvan Ave. Englewood Cliffs, N.J. 07632 | Audio-visual support systems on building self-concept and learning skills |

| Manufacturer or Vendor | Description |
|--|--|
| Scholastic Magazines and Book Services 50 West 44th Street New York, N.Y. 10036 | Individualized reading program, puzzle books, support systems on building self-concept and learning |
| School and College Service 1730 Chicago Avenue Evanston, Illinois 60201 | Books and supplies |
| Schools Days Equipment Co. 973 N. Main Los Angeles, California 90015 | Furniture, equipment, and supplies |
| Scott, Foresman & Company 1900 East Lake Ave. Glenview, Illinois 60025 | Multisensory learning materials in language art, English as a second language, math, health, and social studies |
| Scott Resources, Inc. 1900 East Lincoln Fort Collins, Colorado 80522 | Math materials adaptable for exceptional children |
| Charles Scribner's Sons 597 Fifth Ave. New York, N.Y. 10017 | Audio-visual materials, books, curriculum materials, and the like |
| The Seabury Press 815-2nd Ave. New York, N.Y. 10017 | Books for young children of all ages, from preschool through early teens |
| Sears, Roebuck & Company Dept. 703 303 East Ohio Street | "Wonder of Growing" series of toys for infants through early childhood; each toy accom- panied with an instructional guide |
| Selchon & Righter Co. 2215 Union Blvd. Bayshore, New York 11706 | Games and puzzles |

| Manufacturer or Vendor | Description |
|---|--|
| Shindana Toys Division of Operation Bootstrap, Inc. 6107 South Central Ave. Los Angeles, California 90001 | A complete line of black dolls and games |
| Sigma Scientific, Inc. P.O. Box 1302 Gainesville, Florida 32601 | |
| Silver Burdett Co. Box 362 Morristown, New Jersey 90760 | Supplemental books for professional and parents |
| Singer/SVE 1345 Diversey Parkway Chicago, Illinois 60614 | Learning modules, holiday program materials, filmstrips, metric module, folktale kits, and so on |
| Skill Development Equipment Co. 1340 North Jefferson Anaheim, California 92807 | Books and equipment in the areas of early childhood/general physical education, including mats, balls, and various-shaped inflatable equipment |
| Charles B. Slack, Inc. 6900 Grove Rd. Thorofare, New Jersey 08086 | Publications on many special education topics |
| Society for Visual Education 1345 Diversey Parkway Chicago, Illinois 60614 | Publications and aids for the visually impaired |
| South-Western Publishing Co., Inc. 4411 Brookside Irvine, California 92705 | |
| Southwest Media Services 14118 Kiamesha Court Houston, Texas 77040 | |

| Manufacturer or Vendor | Description |
|---|---|
| Special Child Publications 4535 Union Bay Place NE Seattle, Washington 98105 | Educational books, programs, and materials to serve the special child |
| Special Education Aids P.O. Box 721 Tulsa, Oklahoma 74101 | |
| Special Education Curriculum University of Iowa West 305 East Hall Iowa City, Iowa 52240 | |
| Special Education Materials, Inc. 484 South Broadway Yonkers, N.Y. 10705 | A wide variety of supplemental materials, including play equipment |
| Special Olympics, Inc. 1701 K Street, N.W. Suite 203 Washington, D.C. 20006 | Sports and athletic training programs to develop physical fitness and self-concept |
| Speco Educational System 1230 North Industrial Dallas, Texas 75207 | |
| Norman Spiegel Sales Co. 200 5th Ave. New York, N.Y. 10010 | Preschool educational toys, battery-operated toys, phonographs, walkie-talkies, and so on |
| Stahlwood Toy Manufacturing Manufacturing Co. 601 West 50th Street New York, N.Y. 10019 | Infant toys, cradle exercises, washable toys, and the like |
| Stallman Educational Systems, Inc. P.O. Box AL Roslyn Heights, New York 11577 | Filmstrips, music books, bilingual material, movement education, and so forth |

| Manufacturer or Vendor | Description |
|--|--|
| Stanley Tools 600 Myrtle Street New Britain, Connecticut 06050 | Instructional aids and tools for use with young children |
| Stanwix House, Inc. 3020 Chartiers Ave. Pittsburgh, Pennsylvania 15204 | Reference materials and publications to supplement curriculum |
| Steck-Vaughn Co. P.O. Box 2028 Austin, Texas 78767 | Materials for special education in basic pre-academic and academic areas |
| Stern Associates 200 5th Ave. New York N.Y. 10010 | Action sport games, preschool games, juvenile furniture, and so on |
| Stone Educational Publications (Formerly Century) 6363 Broadway Chicago, Illinois 60626 | |
| R. H. Stone Products 13735 Puritan Detroit, Michigan 48227 | A wide variety of popular teaching aids for special education programs |
| Structo Division King-Seeley Thermos Co. Route 75 at Structo Dr. Freeport, Illinois 61032 | Steel toys, sport-type vehicles, construction toys, and the like |
| Study Scope Company 319 East Front Tyler, Texas 75701 | |
| Sun Products Corporation P.O. Box 150 Barberton, Ohio 44203 | Super rubber balls, athletic balls, preschool games, and so forth |
| T Q Publishers 3912 Ramsey Corpus Christi, Texas 78415 | |

| Manufacturer or Vendor | Description |
|--|--|
| William Talbot Associates 13 Sugar Maple Drive Roslyn, N.Y. 11576 | Play sets, rubber balls, radios, tape recorders, phonographs, and the like |
| Tandem Press Tannersville, Penn. 18372 | Black history alphabet recognition program for early grades, cassettes, and songbooks |
| Tandy Leather Company 3157 Wilshire Blvd. Los Angeles, California 90010 | Tools, supplies, materials for leather goods |
| Tane Press 2914 Oak Lawn Dallas, Texas 75219 | |
| Tapes Unlimited 13001 Puritan Avenue Detroit, Michigan 48227 | Tapes on a wide variety of subjects |
| Tarrson Company 2762 N. Clybourne Ave. Chicago, Illinois 60614 | Preschool toys, sand and beach toys |
| Taylor Associates Instructional/Comm. Tech., Inc. Hawk Drive Lloyd Harbor, New York 11743 | Guided reading audio-visual program, Spanish narrations, arithmetic facts drills |
| Taylor Publishing Company Newsfoto Ed. Division Box 1392 San Angelo, Texas 76901 | Educational materials to enhance skill development; "Your World" series familiarizes children with various settings |
| Teacher Publication Company 33 Leroy Avenue Darien, Connecticut 05820 | |
| Teachers P.O. Box 398 Manhattan Beach, Calif. 90266 | |

| Manufacturer or Vendor | Description |
|---|--|
| <p>Teacher's Pet Company P.O. Box 12442 Capitol Station Austin, Texas 78711</p> | |
| <p>Teachers Supply Company 4281 Dacoma Houston Texas 77018</p> | |
| <p>Teaching Aids, Inc. P.O. Box 3527 Long Beach, California 90803</p> | <p>Materials and equipment for the development and improvement of learning skills in pre-academic and academic areas</p> |
| <p>Teaching Resources Corp. 100 Boylston Street, Boston, Massachusetts 02116</p> | <p>Resource materials for basic skills development, educational kits, games and activities</p> |
| <p>Tenesensory Systems, Inc. 1889 Page Mill Rd. Palo Alto, California 94304</p> | <p>Reading machines, equipment, and materials used by the blind</p> |
| <p>Texas Education Agency 201 East 11th Street Austin, Texas 78701</p> | |
| <p>Texas Educational Aids 4745 Main Street Houston, Texas 77002</p> | |
| <p>Tico-Toys, Inc. 999 Main St. Pawtucket, R.I. 02860</p> | <p>Preschool toys, holiday items, plastic toys and novelties</p> |
| <p>Time-Life Libraries, Inc. 1950 S. La Cienega Los Angeles, Calif. 90034</p> | <p>A wide listing of reference books to supplement curriculum; Time-Life illustrated series</p> |
| <p>Tinkertoy (Questor Educ. Products Co.) 1055 Bronx River Ave. Bronx, N.Y. 10472</p> | <p>Various sizes of Tinkertoy sets and other manipulative toys and games</p> |

| Manufacturer or Vendor | Description |
|--|--|
| Tonka Corporation Mound, Minnesota 55364 | Scale model vehicles for young children |
| Tot Toys Box 87 Wadena, Mass. 57482 | Variety of wooden toys and blocks, including "alpha" blocks; also, weaving looms |
| Toy Tinkers A. G. Spalding & Bros. 807 Greenwood St. Evanston, Illinois 60201 | Wooden beads, geometric blocks, tools, machine devices to promote play and learning |
| Transogram Co., Inc. Subsid. Miner Industries, Inc. 200 5th Ave. New York, N.Y. 10010 | Dramatic-play kits, preschool educational toys and games |
| Trend Enterprises Pre-School Publications Box 272 Commerce, Texas 75428 | |
| Trend Enterprises, Inc. 2583 University Ave. St. Paul, Minnesota 55114 | Bulletin board cutout sets and toys and games for special education programs; also, educational kits |
| Triarco Arts & Crafts 3201 Old Glenview Rd. Wilmette, Illinois 60091 | Arts and crafts materials and supplies |
| Tuco Work Shops (Div. of Munro Games) 3901 Union Rd. Buffalo, N.Y. 14225 | Wood puzzles (triple thick quality) |
| Tupperware Corporation Orlando, Florida 32802 | Select group of toys appropriate for infants and young children |
| Uncle Milton Industries, Inc. 451 North LaCienega Blvd. Los Angeles, California 90048 | Ant farms, butterfly nets |

| Manufacturer or Vendor | Description |
|---|---|
| The Ungame Company A Division of Au-Vid, Inc. P.O. Box 964 Garden Grove, Calif. 92642 | Games to develop insight and human relationships |
| Albert Unger, Inc. 260 5th Ave. New York, N.Y. 10010 | Toys, games, crafts, school supplies |
| United Transparencies, Inc. P.O. Box 688 Binghamton, New York 13902 | |
| University of Illinois Press 100 University Press Building Urbana, Illinois 61801 | Assessment instruments and materials for exceptional children, teacher and parent training, and so on |
| University Park Press Chamber of Commerce Bldg. Baltimore, Maryland 21202 | Professional reference books |
| Univision, Inc. 6143 N. 60th St. Milwaukee, Wisconsin 53218 | Holiday decorations, educational games |
| U.S. Toy Company (Constructive Playthings) 1040 E. 85th Street Kansas City, Missouri 64131 | A wide variety of toys, games, and other educational materials for special education. |
| Vantel Corporation P.O. Box 6590 Orange, California 92667 | Movement education equipment, including mats, various foam shapes, busy box, large balls, and trampolines |
| Viking Press 625 Madison Ave. New York, N.Y. 10022 | A variety of educational kits to develop conceptual and aesthetic skills |
| Visuالتak 1610-26th St. Santa Monica, California 90404 | Program materials for visually impaired and blind individuals |

| Manufacturer or Vendor | Description |
|--|---|
| Vort Corporation P.O. Box 11132 Palo Alto, California 94306 | |
| Vue Pak, Inc. New York, N.Y. | |
| Vocational Research Institute, JEVS 1913 Walnut St. Philadelphia, Penn. 19103 | |
| Henry Z. Walck, Inc. Division of David McKay. Co. 750 Third Ave. New York, N.Y. 10017 | Books for young children to supplement curriculum materials; career education and music books |
| Walker Educational Book Corp. 720 5th Ave. New York, N.Y. 10019 | |
| Warren Paper Products Co. 3200 South Street Lafayette, Indiana 47902 | |
| Warren's Educational Supplies 980 W. San Bernadino Rd. Covein, California 91722 | |
| Webster/McGraw-Hill 1221 Avenue of the Americas New York, N.Y. 10020 | Diagnostic and remedial curriculum materials for early childhood education |
| Westab, Inc. 245 N. Highland Ave. Atlanta, Georgia 30307 | |
| Western Magnum Corporation 711 15th St. Hermosa Beach, Calif. 90254 | Audio-visual support system |

| Manufacturer or Vendor | Description |
|---|---|
| Western Psychological Services 12031 Wilshire Blvd. Los Angeles, California 90025 | Developmental aids for learning disorders, motor dysfunctions, perceptual dysfunctions, and sensory integration |
| Westinghouse Learning Corp. P.O. Box 30 Iowa City, Iowa 52240 | Materials to be used with children with learning disabilities |
| Westland Plastics, Inc. 800 N. Mitchell Rd. Newbury Park, Calif. 93120 | Infant accessories and toys |
| Wif'n Poof—Learning Games Association 1111 Maple Ave. Turtle Creek, Pennsylvania | Instructional games that teach logic, language, math, and the like |
| Albert Whitman & Company 560 West Lake St. Chicago, Illinois 60606 | Children's story books relative to mainstreaming the handicapped |
| Whitney Bros. Company Water Street Marlborough, N.H. 03544 | Many hardwood manipulative toys and furniture for young children |
| John Wiley & Sons, Inc. 605 Third Ave. New York, N.Y. 10016 | Math readiness program for use by parents and teachers |
| B. L. Winch & Associates P.O. Box 1185 Torrance, California 90505 | Curriculum materials, including the areas of self-fulfillment and attitude development at an early age |
| The Wide Owl 3865 Pacific Coast Highway Torrance, California 90505 | Motivational learning aids in pre-academic and academic areas |
| Wolverine Toy Company, Inc. Booneville, Arkansas 82927 | Child-size appliances, cookware, and other toys and games |

| Manufacturer or Vendor | Description |
|---|--|
| <p>Word Making Production Ltd. 60 West 4th South Salt Lake City, Utah 84101</p> | <p>Assessment instruments, language programs, holiday kits, picture puzzles, cassette programs for speech and language disorders</p> |
| <p>Bobby World Company Station Plaza East Great Neck, N.Y. 10021</p> | <p>Baby toys, needs, and accessories</p> |
| <p>World Publishing Company 2231 West 110th Street Cleveland, Ohio 44182</p> | <p>Educational books for teachers and young children</p> |
| <p>World Research Company Citizen's Bank Building Tuler, Texas 75701</p> | |
| <p>World Traveler Box 3618 Washington, D.C. 20007</p> | <p>Ten issues of World Traveler to supplement curriculum (yearly subscription)</p> |
| <p>Xerox Education Publications 245 Long Hill Rd. Middletown, Conn. 06457</p> | <p>High interest books and activity workbooks</p> |
| <p>Yak Corporation P.O. Box 99026 San Diego, California 92109</p> | <p>Phonics program for exceptional children</p> |
| <p>Brigham Young University Pub. B. Y. U. Provo, Utah</p> | <p>A variety of educational diagnostic and remedial material for professionals and parents</p> |
| <p>Youth Publications P.O. Box 1463 Indianapolis, Indiana 46206</p> | |
| <p>Zaner-Bloser 612-N. Park St. Columbus, Ohio 43215</p> | <p>Handwriting texts and supplies, including wall charts and fingerfitting pens, pencils, and crayons</p> |

| Manufacturer or Vendor | Description |
|--|------------------------------------|
| Zweig Associates 20800 Beach Blvd. Huntington Beach, Calif. 92646 | Math and reading program materials |

Medical Equipment

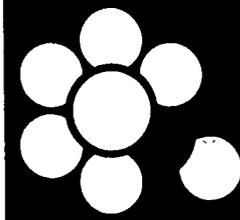
| | |
|---|--|
| Abbey Rents and Sales 13500 South Figueroa Street Los Angeles, California 90061 | Crafts equipment (kilns, looms, and so forth) feeding chairs, playground equipment, therapeutic pools and tanks, splints, braces and slings, traction equipment, wheelchairs, and the like |
| Indacare Corporation P.O. Box 550 Elyria, Ohio 44035 | A wide variety of health care products for the physically handicapped: wheelchairs, beds, lifts and traction accessories, traction, walking aids, and so on |
| Martin Rents 1920 S. LaCienega Blvd. Los Angeles, California 90034 | Rentals, sales and service for durable medical and rehabilitation equipment, such as wheelchairs, junior chairs, walkers, exercise tables, furniture, gym equipment, and the like |
| Milo Products Corp. Grantham, Penn. 17027 | Specialize in sturdy wooden toys and educational products, primarily institutional use. Example: "Sewing-threading" wooden needle activities, and so on |

Selected References

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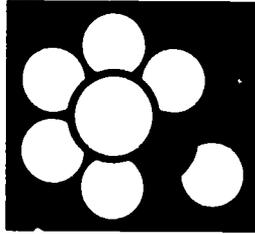
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Chapter 2



Instructional Kits

Instructional Kits



There is a wide variety of commercially manufactured instructional kits designed for use with young children. Many of these kits state specific purposes related to acquisition and development of developmental readiness and skills. In addition to an instructor's manual or guidebook, many of the kits include pictures, objects, games, charts, puppets, and audio-visual aids such as records, tape cassettes, filmstrips, and films. Most of the design of the materials and the suggested activities appear to be based upon sound educational principles, and the manufacturers have consulted with early childhood educators in the development of their kits. Many of the kits are sequential in design and begin with activities associated with readiness and basic skill acquisition, progressing to more mature levels.

Machado (1975), in her discussion related to language development kits, indicated that teachers are divided on the use of them. Some prefer one kit over another; others prefer to plan their own program in its entirety. She found that teachers often combine kit activities with self-planned ideas. Many have expressed concern that a kit or set should not become the total program. If this should happen, language arts (or other subject matter) might be offered in only one way at only one time of the day.

Machado also says that teachers stress planning activities with awareness of a particular group's current interests, and these activities should relate to the children's past experiences. She then

cites the example that kits which are based on the life experiences of children who live in large cities may lack reality for rural children, just as kits based on the familiar experiences of the middle-class child would not be appropriate for children in poverty areas.

Another significant factor which she includes is the care, proper storage, repair, and replacement of commercial kits. Some kits are somewhat costly, making teacher use, storage, and care even more important.

EPIE, in its 1972 report on how to select and evaluate materials, indicates that the study of kits and sets of instructional materials can be a vehicle for stimulating and guiding the analysis of a much wider range of early childhood program variables, since many kits present full systems of instruction. EPIE suggests that the the consumer can, by studying the kits of materials, become better educated both about the role of materials in child rearing and formal educational settings and about the characteristics of various types of instructional programs, of which materials are only parts. According to EPIE, kits of materials can be analyzed or viewed in the following ways:

- (1) Some kits are systems of instruction representative of entire programs because they prescribe (or strongly imply) objectives and goals, teaching methods, and even evaluation procedures. Many kits are in fact offshoots of the development of major early childhood curriculum models, such as those in the Head Start planned variation experiments.
- (2) Many kits are representative, through their contents taken together, of virtually the entire range of existing instructional (and play) materials in use and on the market. In studying kits of materials, one can learn much about materials that are not so packaged.
- (3) Kits of materials are entities, much easier to look at and to analyze than are program models, or any local program. They are less complex, more tangible and concrete, and standardized, that is, individual kits do not vary in form when exported to different locations, as most program models do, even though the kits may be used differently in different locations. In the following, the criteria for selection of instructional kits, guidelines for analyzing instruction kits are identified and described.

Criteria for Selection

With a great abundance of commercially prepared instructional kits currently available, it is a difficult task indeed for the decision maker to determine which kits are most appropriate for a specific handicapping condition. In his discussion concerning instructional materials for the handicapped, Ensminger (1972) states that producers of materials often advertise specific materials as being the solution to all of a child's problems, when in fact they may be appropriate only for a certain level of development through which the child has already passed. He presents an instructional model in which a conceptual framework for evaluating the instructional experience necessary for children to ultimately perform. He suggests four stages to guide the decision maker in planning a sequential program, with early learning being primarily of a motor nature, while later learning is primarily symbolic. The stages include:

- (1) The motor learning stage
- (2) The perceptual stage
- (3) The language learning stage
- (4) The symbolic learning stage

Ensminger discusses the construction of each of these stages and then offers suggested commercial educational kits which will assist in the development of the skills within each stage.

Similar studies regarding the evaluation of educational kits have been done in recent years. Ward (1969) presents evaluation policies of the Michigan State University Regional Instructional Materials Center. A manual was developed by Belland and Rothenberg (1973) to facilitate the development of instructional materials for handicapped children, which are suitable for wide dissemination. The manual also provides guidelines and checklists for planning, producing, and assessing instructional materials. A report on the conference of the National Center on Educational Media and Materials for the Handicapped (1973) provides an evaluation instrument, a listing of products rejected, and other related information which is helpful to decision makers concerned about the selection of educational kits. Eash (date unknown) developed a comprehensive model titled *Evaluation of Instructional Materials for Exceptional Children and Youth*. The evaluation model contains sections concerned with (1) objectives, (2) organization of materials (scope and sequence), (3) methodology, and (4) evaluation. Each section contains a checklist and an overall rating scale.

In addition, there is a glossary of terms to assist in the understanding of the evaluation instrument.

The Educational Products Information Exchange Institute (EPIE) has two reports that are relevant to instructional kits:

EPIE Report Number 42: How to Select and Evaluate Materials (1972)

EPIE Report Number 68: Early Childhood Education Materials (1975)

Information concerning these reports may be obtained by contacting EPIE Institute, 463 West Street, New York, N.Y. 10014.

Guidelines for Analyzing Kits and Sets of Early Learning Materials

The following pages are from *EPIE Report Number 42*.¹ It is recommended that the readers using the references given on these pages use the evaluation models suggested as they are presented, or use them as a model and modify and develop an evaluation model which will serve the purposes and needs, for some of the evaluation models presented may not entirely lend themselves to current educational categories of the handicapped population. For example, consideration should be given to whether the uses of the components and activities within the educational kit are reported by developmental or by chronological age, since the two are not always synonymous, particularly with handicapped children.

Guidelines from EPIE Report Number 42:

Identification

Name of kit or set of
materials: _____

Author(s), with
affiliations: _____

Producer's name: _____

Address: _____ (Zip) _____

Telephone: (____) _____

Distributor(s) (if different): _____

_____ (Zip) _____

¹ Reprinted with permission of EPIE Institute.

e) How many kits or sets are required?

_____ per 25 to 30 children

_____ per _____ children

- used by one child at a time
- used by small groups of dyads

f) What is the cost for 25 to 30 students?

Start-up cost:

Required purchases \$ _____

Recommended additional purchases. . . . \$ _____

Training \$ _____

Total \$ _____

Maintenance cost:

Replacement of materials
(estimated cost after 1 year)..... \$ _____

Other \$ _____

Shipping costs \$ _____

2. a) Is there a Teacher Manual?

- No Yes Describe what it contains:

Philosophy or Rationale _____

Statement of Objectives _____

Suggestions for Teacher _____

Suggestions for Pupil Use _____

Diagnosis/Evaluation Suggestions _____

Additional resources, reading _____

b) Are training materials and/or programs available?

No

Yes I. Describe: _____

II. Indicate topics covered.

Understanding children

Philosophy or rationale behind kit

Teaching procedure, sequence, etc.

Diagnostic and evaluative approaches to use

Role or aides, or parents in use of materials

Relationship of kit materials and activities to other materials, activities, experiences

Other:

c) Are diagnostic or evaluative materials available?

No.

Yes; they are included in the kit.

Yes; they may be bought separately at \$ _____.

d) Are other services available?

No.

Yes. Describe: _____

3. Target population(s): General primarily adult
primarily children both

a) Adults:

I. Teachers

Aides

Parents

Tutors

Volunteers in group programs

Other, Specify: _____

II. If the material is *not* suitable for any of the above, tell which and why not: _____

b) Children:

I. Nursery school (age 3 to 4)?

Kindergarten (age 5)?

Other?

II. Of a particular development range:

Mature Middle Immature

More than one. Specify: _____

III. Of particular ability level(s)?

High Middle Low

Range of levels. Specify: _____

IV. Of particular motivational level?

High Middle Low

V. Of particular socioeconomic groups?

High Middle Low

VI. Of particular ethnic or subcultural backgrounds?

White Black Chicano

American Indian Oriental

Other. Specify: _____

Some combination. Specify: _____

VII. Of particular types of residential locale?

Urban Rural Suburban

Combination. Specify: _____

VIII. If the material is *not* suitable for children in any of the above groups tell which and why not: _____

4. Objectives and recommended uses: (attach additional page, if necessary)

a) What are the main goals? _____

b) For what dimensions of development and learning are the materials appropriate? (Double check (✓/✓) most appropriate dimensions; single check (✓) others to which kit/set is also applicable.

I. perceptual-motor auditory
 visual motor combination

II. cognition and thinking
 concept formation
 problem solving
 specific area. Specify: _____

III. affect self-concept
 attitudes toward self
 attitudes toward others

IV. socialization for school behavior

V. language and other forms of representation
 standard English
 language other than English
 reading readiness writing
 other. Specify: _____

VI. knowledge of specific subject matter content.

Specify: _____

5. Teaching Methods and Procedures for Use

a) Indicate by YES which of the following classroom settings and teaching approaches the material would/should/does function best in, and by a NO in which would/should/does function least well. (Combinations possible)

_____ Standard didactic classroom situation: teacher presents lessons, elicits pupil responses, reinforces correct responses through praise.

_____ Materials are programmed or self-instructing and guide many children's activities.

_____ Materials part of wide range of problem and other settings, both everyday-life and subject-area oriented. Children and teachers (adults) contribute equally to setting problems, working out possible solutions, and testing conclusions.

_____ Materials serve as ingredients for wide-ranging and open-ended play on part of children. Teacher serves as adviser and support.

_____ Instruction carried on mostly in one-to-one tutorial situations with child and adult working in well-defined subject or developmental area, on adult initiative.

_____ Teachers model behavior desired on part of students in a variety of classroom and/or other situations (e.g., speaking standard English).

_____ Teachers (adults) systematically reward children for desired behavior or responses, using tokens or other tangible rewards.

_____ Other. Describe: _____

b) How important is it to use material just as described by producer?

- Extremely important if objectives are to be achieved.
- Important to follow instructions.
- Instructions only suggestive of a number of appropriate ways of using.
- Directions furnished only to assist inexperienced adult.

c) How much teacher initiative is required?

- Everything needed is supplied, including instructions. Need only follow.
- Teacher must collect additional materials and equipment.
- Teacher must make (daily) preparation for use.
- Other. Describe: _____

d) How much adult supervision is required?

- None.
- Little or none after first introduction.
- Can be administered only by an adult (e.g., in lessons).
- Comments: _____

e) What timing is required?

- I. Requires daily presentation in sequential order.
- Should be available for children's use all the time, but need not be used daily.
- Other. Explain: _____

- II. Used all year long.
- Used only during _____.
- Used only at one short time or developmental level. Specify: _____

Other. Describe: _____

f) What kinds of development and/or learning tasks does the material elicit or make possible? _____

g) What diagnostic or evaluative activities are required of the teacher (adult)?

- Diagnosis for placement.
- Evaluation of progress.
- Other. Describe: _____

6. Conditions of Use

a) What is the relationship of the material and its use to other materials in the classroom?

- Self-contained unit, best used intact and alone.
- Self-contained unit requiring use of other materials to supplement activities.
- Material can be used separately in relation to many other school activities.
- Other. Describe: _____

b) What knowledge is required on the part of teachers (adults, older children)?

- Only ability to read and follow directions required. Material is "teacher proof" or self-explanatory, auto-instructional.
- Minimum knowledge beyond literacy required. Directions come with material.

- Special knowledge and skill must be developed through training program supplied by
 producer distributor other.
Specify: _____

- Special teacher attitudes required (See *Pygmalion in the Classroom*)
 but no other
 in addition to other
 knowledge and skill.

- Highly trained and experienced teacher required for appropriate use of material. Explain: _____

c) How important are the teacher's (adult's) view of learning and development and the ways in which such views influence teaching style?

- I. Makes no difference ("teacher proof").
 Material suggests own appropriate use if children are free to use it.
 Material usually/probably not selected by teacher who disagrees with its approach.
 Very important. Explain and describe view required.

II. Indicate any teacher views or styles which would not be compatible with use of the material: _____

III. Indicate any teacher attitudes which would get in the way of effective use: _____

7. Which view of development does the material reflect?

- Behavioral-Environmental View: Forces in the environment, including teachers and parents, shape children's behavior through patterns of cues which elicit behavior responses and reinforcement contingencies which maintain desired behaviors (and patterns of behaviors): individual relatively passive; mainly external reinforcement. (See Bijou and Baer, Gagne, Skinner.)
- Maturation-Nativist View: Individual development is largely programmed in the genes which guide the "unfolding" of the individual; individual is dominant, although the environment can inhibit or facilitate growth. (See Gesell, Ilg, Ames of the Gesell Institute.)
- Psychomotor Emphasis: The importance of perceptual-motor experience and training are stressed as bases for most other areas of development. (See Doman and Delacto, Frostig, Getman, Gephart.)
- Comprehensive-Interactional View
- Cognitive-Transactional View: Each individual performs "operation" upon the data of his experience in order to render it meaningful, to resolve dissonance, and to build increasingly differentiated and integrated understanding of the world; relatively active individual meets environment half-way in determining what he becomes; both intrinsic and extrinsic reinforcement. (See Piaget, Kohlberg, Bruner, Hunt, Ira Gordon.)
- Psychosexual-Personality View. Individual develops increasing competence and is socialized by meeting and resolving a series of "crises" involving his concept of himself and the demands of the world around him, especially on the part of individuals who are close to him; active individual and strong environmental pressures. (See E. Erikson, R. White, B. White, A. Freud.)
- Other. Describe: _____

- Some combinations of the above. Which? _____

Eclectic, or makes no difference. Comment: _____

8. a) What evidence of usefulness does the producer offer for goals listed or for other purposes?

Systematic published research. Cite references: _____

Systematic in-house research. Describe: _____

Informal feedback from field, salesmen, etc. Describe:

Systematic feedback from users used in

development

revisions of material

Does producer describe feedback and changes?

No Yes Describe: _____

b) Have you made trial use of the materials?

No Yes If so:

I. How many classes? _____

II. How many students? _____

III. Entire kit or parts? _____

IV. Evidence obtained? _____

9. Tell how comparable kits/sets of material on the market are like or differ from this one: _____

Listing of Instructional Kits

More than 270 instructional kits have been identified and described according to the following areas:

- (1) **Instructional kit** — Manufacturer or vendor; name of kit.
- (2) **Cost** — When available, suggested retail price is given according to 1974 catalog listing. These prices are no doubt subject to change.
- (3) **Age** — Many of the kits offer a suggested age of the child to use their materials. This information was included to give a very general range of use according to age, and it should be realized that chronological age, particularly that of handicapped children, may yield very little assistance to the ascertaining of appropriate use.
- (4) **Developmental skill areas** — In order to describe the contents of each kit, several developmental skill areas were identified and included, such as auditory perception, visual perception, tactile perception, small muscle, large muscle, cognitive development, affect/personal, interpersonal/social, expressive language, and receptive language.
- (5) **Subject areas** — Many of the kits contain activities which develop specific readiness and academic skills. Those included in this description are reading readiness, math readiness, language arts, esthetics, community and social studies, health and nutrition, and science.
- (6) **Format** — Upon examination, it was discovered that the kits in the survey were designed to include the following: diagnostic and evaluation instruments were included which were compatible with the subject areas of the kit, some were designed for independent individualized instruction which usually involved the use of specialized equipment and self-

correction technique. Some of the kits required the direct involvement of an adult, while others included group-child-play-oriented activities. With regard to format of instructional guide, some were more general in their instructions, as contrasted to others which offered specific performance objectives and followed a behavioral objective style. A few included bilingual models.

- (7) Components — Each kit offered a variety of components such as specialized equipment; books for children to read; tape cassettes or records; filmstrips; instructional guide; student activity book; toys, games, and so on; other visual aids including charts, films, bulletin boards, and the like.

In general the information given within this instructional kit matrix yields the highlights of each product. In the tables on the following pages, the larger circle indicates the most prominent features of the kit, while the smaller circle lends itself to reporting the secondary features of the kits. The fact that all of the columns adjacent to each kit are not filled in does not mean that the kit is void of these other features but merely that they do not play a dominant role.

The information was gathered from catalogs received from the manufacturers or vendors, and in some cases, very limited information was obtained. The reader is encouraged to use this information as a general guideline and to contact the manufacturers (complete addresses are included at end of section) and to request catalogs, or to contact representatives who may offer to demonstrate their educational kits and answer further questions.

| INSTRUCTIONAL KIT(S) | COST (Approx.) | AGE (C.A.) | DEVELOPMENTAL SKILL AREAS | | | | | | | | | | SUBJECT AREAS | | | | | | | FORMAT | | | | COMPONENTS | | | | | | | | |
|--|-------------------|---------------|------------------------------|-------------------|--------------------|--------------|--------------|-----------------------|-----------------|----------------------|---------------------|--------------------|-------------------|----------------|---------------|------------|------------------------|------------------|---------|------------------|----------------------------|-------------------|------------------------|------------|-----------------------|-----------------|------------------------|------------|---------------------|-----------------------|-------------------|-------------------|
| | | | Auditory Perception | Visual Perception | Tactile Perception | Small Muscle | Large Muscle | Cognitive Development | Affect/Personal | Interpersonal/Social | Expressive Language | Receptive Language | Reading Readiness | Math Readiness | Language Arts | Aesthetics | Community/Soc. Studies | Health/Nutrition | Science | Diagnostic/Eval. | Individualized Instruction | Adult Involvement | Performance Objectives | Bilingual | Specialized Equipment | Books (Readers) | Tape Cassettes/Records | Filmstrips | Instructional Guide | Student Activity Book | Toys, Games, etc. | Other Visual Aids |
| American Guidance Service (Continued) Toward Affective Development | \$ 90.00 | 8+ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | |
| | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| American Guidance Service, Inc. Peabody Articulation Decks Peabody Rebus Reading Program Readiness Level Materials Transition Level Materials Supplementary Materials | \$ 24.00 | 4+ | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | |
| | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| American Science and Engineering, Inc. Early Childhood Curriculum: A Piaget Program | \$300.00 | 4-6 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | |
| | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |

| INSTRUCTIONAL KIT(S) | COST (Approx.) | AGE AGE (C.A.) | DEVELOPMENTAL SKILL AREAS | | | | | | | | | | SUBJECT AREAS | | | | | | | FORMAT | | | | COMPONENTS | | | | | | | | |
|---|-------------------|----------------------|------------------------------|-------------------|--------------------|--------------|--------------|-----------------------|-----------------|----------------------|---------------------|--------------------|-------------------|-------------------|---------------|------------|------------------------|------------------|---------|------------------|----------------------------|-------------------|------------------------|------------|-----------------------|-----------------|------------------------|------------|---------------------|-----------------------|-------------------|-------------------|
| | | | Auditory Perception | Visual Perception | Tactile Perception | Small Muscle | Large Muscle | Cognitive Development | Affect/Personal | Interpersonal/Social | Expressive Language | Receptive Language | Reading Readiness | Reading Readiness | Language Arts | Aesthetics | Community/Soc. Studies | Health/Nutrition | Science | Diagnostic/Eval. | Individualized Instruction | Adult Involvement | Performance Objectives | Bilingual | Specialized Equipment | Books (Readers) | Tape Cassettes/Records | Filmstrips | Instructional Guide | Student Activity Book | Toys, Games, etc. | Other Visual Aids |
| Communication Skill Builders (con't) Beginning Reading Speech and Language Development | \$ 45.50 | 3-8 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| | \$ 45.50 | 3-8 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Craig Education K-3 Language Arts Program | | 4-8 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| K-3 Language Arts Cluster Component | | 4-8 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Creative Publications Metric Multibase Arithmetic Blocks | \$165.00 | 5-8 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Unifix Elementary Kit | \$ 75.00 | 4-8 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Number-Box | \$125.00 | 4-8 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |

| INSTRUCTIONAL KIT(S) | COST (Approx.) | AGE AGE (C.A.) | DEVELOPMENTAL SKILL AREAS | | | | | | | | | | SUBJECT AREAS | | | | | | | FORMAT | | | | COMPONENTS | | | | | | | | |
|--|-------------------|----------------------|------------------------------|-------------------|--------------------|--------------|--------------|-----------------------|-----------------|----------------------|---------------------|--------------------|-------------------|----------------|---------------|------------|------------------------|------------------|---------|------------------|----------------------------|-------------------|------------------------|------------|-----------------------|-----------------|------------------------|------------|---------------------|-----------------------|-------------------|-------------------|
| | | | Auditory Perception | Visual Perception | Tactile Perception | Small Muscle | Large Muscle | Cognitive Development | Affect/Personal | Interpersonal/Social | Expressive Language | Receptive Language | Reading Readiness | Math Readiness | Language Arts | Aesthetics | Community/Soc. Studies | Health/Nutrition | Science | Diagnostic/Eval. | Individualized Instruction | Adult Involvement | Performance Objectives | Bilingual | Specialized Equipment | Books (Readers) | Tape Cassettes/Records | Filmstrips | Instructional Guide | Student Activity Book | Toys, Games, etc. | Other Visual Aids |
| Educational Performance Associates MWM Program for Developing Language Abilities | \$195.00 | 3-11 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ○ | ● | | | ● | ● | ● | ● | ● | ● | ● | ● |
| Educational Progress Corporation Early Learning for Reading | | 5-8 | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Educational Sciences, Inc. Mainstream | | 4-1 | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Educational Testing Service Circus | | 4-10 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Educators Publishing Service, Inc. ABC Dictation Skills Program | | 5-8 | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Alphabet Alchemy | | 5-8 | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |

| INSTRUCTIONAL KIT(S) | COST (Approx.) | AGE AGE (C.A.) | DEVELOPMENTAL SKILL AREAS | | | | | | | | | | SUBJECT AREAS | | | | | | FORMAT | | | | COMPONENTS | | | | | | | | | |
|--|-------------------|----------------------|------------------------------|-------------------|--------------------|--------------|--------------|-----------------------|-----------------|----------------------|---------------------|--------------------|-------------------|----------------|---------------|------------|------------------------|------------------|---------|------------------|----------------------------|-------------------|------------------------|-----------|-----------------------|-----------------|------------------------|------------|---------------------|-----------------------|-------------------|-------------------|
| | | | Auditory Perception | Visual Perception | Tactile Perception | Small Muscle | Large Muscle | Cognitive Development | Affect/Personal | Interpersonal/Social | Expressive Language | Receptive Language | Reading Readiness | Math Readiness | Language Arts | Aesthetics | Community/Soc. Studies | Health/Nutrition | Science | Diagnostic/Eval. | Individualized Instruction | Adult Involvement | Performance Objectives | Bilingual | Specialized Equipment | Books (Readers) | Tape Cassettes/Records | Filmstrips | Instructional Guide | Student Activity Book | Toys, Games, etc. | Other Visual Aids |
| Eye Gate (continued) Sight and Sound Discovery Trips | | 5-8 | ● | ● | | | | ● | ● | ● | ● | | | | | | | | | | | | | | | ● | ● | ● | | | | |
| The "Be Kind" Stories Think, Listen, and Say | | 5-8 | ● | ● | | ● | | | ● | ● | ● | | | | | | | | | | | | | | | ● | ● | ● | | | | |
| Encyclopedia Britannica Educational Corporation Pre-Reading Skills Program | \$445.00 | 4-7 | ● | ● | | ● | | | ● | ● | ● | | | | | | | | | | | | | | | ● | | | | | | |
| Fearon Publishers Pacemaker Primary Curriculum | \$300.00 | 4-8 | ● | ● | | ● | | | ● | ● | ● | | | | | | | | | | | | | | | ● | ● | | | | | |
| Pacemaker Arithmetic Program | \$300.00 | 4-8 | ● | ● | | ● | | | ● | ● | ● | | | | | | | | | | | | | | | ● | ● | | | | | |

| INSTRUCTIONAL KIT(S) | COST (Approx.) | AGE (C.A.) | DEVELOPMENTAL SKILL AREAS | | | | | | | | | | SUBJECT AREAS | | | | | | | FORMAT | | | | COMPONENTS | | | | | | | | | |
|---|-------------------|---------------|------------------------------|-------------------|--------------------|--------------|--------------|-----------------------|-----------------|----------------------|---------------------|--------------------|-------------------|----------------|---------------|------------|------------------------|------------------|---------|------------------|----------------------------|-------------------|------------------------|------------|-----------------------|-----------------|------------------------|------------|---------------------|-----------------------|-------------------|-------------------|--|
| | | | Auditory Perception | Visual Perception | Tactile Perception | Small Muscle | Large Muscle | Cognitive Development | Affect/Personal | Interpersonal/Social | Expressive Language | Receptive Language | Reading Readiness | Math Readiness | Language Arts | Aesthetics | Community/Soc. Studies | Health/Nutrition | Science | Diagnostic/Eval. | Individualized Instruction | Adult Involvement | Performance Objectives | Bilingual | Specialized Equipment | Books (Readers) | Tape Cassettes/Records | Filmstrips | Instructional Guide | Student Activity Book | Toys, Games, etc. | Other Visual Aids | |
| Follett Publishing Company Language and Thinking | \$375.00 | 3-8 | ● | ● | | ● | ● | ● | ● | ● | ● | | ● | | | | | | ● | ● | | | | | | | ● | ● | | | | | |
| Sound/Order/Sense | \$ 25.00 | 6-9 | ● | ● | | ● | | | | | | | | | | | | | | ● | | | | | | | | | | | | | |
| The Frostig Developmental Program | | 4-12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Frostig Remediation Program | | 3-12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Move-Grow-Learn Program | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| General Electric Company Project LIFE Program | \$135.00 | 4-8 | ● | ● | | ● | ● | | ● | ● | ● | | | | | | | | | ● | ● | | | | | ● | ● | | | | | | |
| Programmed Language Series | \$248.00 | 4-8 | ● | ● | | ● | ● | | ● | ● | ● | | | | | | | | | ● | ● | | | | | ● | ● | | | | | | |

| INSTRUCTIONAL KIT(S) | COST (Approx.) | AGE (C.A.) | DEVELOPMENTAL SKILL AREAS | | | | | | | | | | | | SUBJECT AREAS | | | | | | FORMAT | | | | COMPONENTS | | | | | | |
|---|----------------|------------|---------------------------|-------------------|--------------------|--------------|--------------|-----------------------|-----------------|----------------------|---------------------|--------------------|-------------------|----------------|---------------|------------|------------------------|------------------|---------|------------------|----------------------------|-------------------|------------------------|-----------|-----------------------|-----------------|------------------------|------------|---------------------|-----------------------|-------------------|
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| Hoffman Information Systems (con't) | | 4-8 | ● | ● | | | | | ● | ● | ● | | | | | | | | | | | | ● | ● | ● | | | | | | |
| Bilingual Language Arts Program | | 4-8 | ● | ● | | | | | ● | ● | ● | | | | | | | | | ● | | | | | ● | ● | ● | | | | |
| First Level Reading Achievement Program | | 6-8 | ● | ● | | | | | | | ● | | | | | | | | | | | | | | ● | ● | ● | | | | |
| Level Two Reading Program | | 4-6 | ● | ● | | | | | | | ● | | | | | | | | | | | | | | ● | ● | ● | | | | |
| Holt, Rinehart & Winston Children's World | \$315.00 | 4-8 | ● | ● | | | | | | | ● | | | | | | | | | | | | | | ● | ● | ● | | | | |
| Sounds and Patterns | \$152.00 | 4-8 | ● | ● | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Houghton-Mifflin Company Getting a Head Start | \$ 23.00 | 4-8 | ● | ● | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| INSTRUCTIONAL KIT(S) | COST (Approx.) | AGE (C.A.) | DEVELOPMENTAL SKILL AREAS | | | | | | | | | | SUBJECT AREAS | | | | | | FORMAT | | | | COMPONENTS | | | | | | | | | |
|---|-------------------|---------------|------------------------------|-------------------|--------------------|--------------|--------------|-----------------------|-----------------|----------------------|---------------------|--------------------|-------------------|----------------|---------------|------------|------------------------|------------------|---------|------------------|----------------------------|-------------------|------------------------|-----------|-----------------------|-----------------|------------------------|------------|---------------------|-----------------------|-------------------|-------------------|
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| Singer Education Division Vowel Sounds Learning Module | \$277.50 | 4-8 | ● | ● | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | | | | | ● | ● | ● | ● | ● | | | |
| Initial Consonants Learning Module | \$275.00 | 4-8 | ● | ● | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | | | | | ● | ● | ● | ● | ● | | | |
| Threshold to Reading Learning Module | \$357.00 | 4-8 | ● | ● | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | | | | | ● | ● | ● | ● | ● | | | |
| Learning Center-LC-34 | \$197.50 | 4-8 | ● | ● | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | | | | | ● | ● | ● | ● | ● | | | |
| Learning Satellites-LS-34 | \$193.50 | 4-8 | ● | ● | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | | | | | ● | ● | ● | ● | ● | | | |
| Learning Center-LC-33 | \$247.00 | 4-8 | ● | ● | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | | | | | ● | ● | ● | ● | ● | | | |
| Learning Satellites-LS-33 | \$ 72.25 | 4-8 | ● | ● | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | | | | | ● | ● | ● | ● | ● | | | |
| Learning Center-LC-35 | \$225.50 | 4-8 | ● | ● | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | | | | | ● | ● | ● | ● | ● | | | |
| Learning Satellites-LS-35 | \$151.00 | 4-8 | ● | ● | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | | | | | ● | ● | ● | ● | ● | | | |
| Beginning Math Concepts Module | \$310.50 | 4-8 | ● | ● | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | | | | | ● | ● | ● | ● | ● | | | |

| INSTRUCTIONAL KIT(S) | COST (Approx.) | AGE (C.A.) | DEVELOPMENTAL SKILL AREAS | SUBJECT AREAS | FORMAT | COMPONENTS |
|--|-------------------|---------------|---|---|--|--|
| <p>Teaching Aids Incorporated Phonics In Action Plan Readiness Experience Program Pre-School Grade One Remedial Reading Special Education Plan Word Learning Program Grade Levels: 0.0 to 2.0 Grade Levels: 1.0 to 5.0 Phonetic Sound and Symbol</p> | | | Auditory Perception Visual Perception Tactile Perception Small Muscle Large Muscle Cognitive Development Affect/Personal Interpersonal/Social Expressive Language Receptive Language | Reading Readiness Math Readiness Language Arts Aesthetics Community/Soc. Studies Health/Nutrition Science | Diagnostic/Eval. Individualized Instruction Adult Involvement Performance Objectives Bilingual | Specialized Equipment Books (Readers) Tape Cassettes/Records Filmstrips Instructional Guide Student Activity Book Toys, Games, etc. Other Visual Aids |

| INSTRUCTIONAL KIT(S) | COST (Approx.) | AGE (C.A.) | DEVELOPMENTAL SKILL AREAS | SUBJECT AREAS | FORMAT | COMPONENTS |
|---|-------------------|---------------|---|---|---|--|
| Teaching Aids, Inc. (con't) Famous Teaching Stories for Children Granpa Says Series Mr. Ready Readness Programs Remedial Reading for Grades K-3 Self-Teaching Mathematics Grade One Remedial Mathematics for Grades K-4 Rainy Day Activity-Primary Set Enrich Early Learning Lab Teaching Resources Auditory Discrimination in Depth | | | Auditory Perception ● Visual Perception ● Tactile Perception ● Small Muscle ● Large Muscle Cognitive Development Affect/Personal Interpersonal/Social Expressive Language ● Receptive Language ● | Reading Readness Math Readness Language Arts Aesthetics Community/Soc. Studies Health/Nutrition Science | Diagnostic/Eval. ● Individualized Instruction ● Adult Involvement ● Performance Objectives ● | Specialized Equipment Books (Readers) ● Tape Cassettes/Records ● Filmstrips ● Instructional Guide ● Student Activity Book ● Toys, Games, etc. Other Visual Aids |

Manufacturers of Instructional Kits

Addison-Wesley Publishing Co.
Sand Hill Road
Menlo Park, California 94025
(415) 854-0300

Allied Education Council
P.O. Box 78
Galine, Michigan 49113
(616) 545-3343

Applied Learning Systems, Inc.
4840 Sepulveda Blvd.
Culver City, California 90230
(213) 398-3919

Allyn and Bacon
470 Atlantic Avenue
Boston, Massachusetts 02210
(617) 482-9220

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

American Science and
Engineering, Inc.
20 Overland Street
Boston, Massachusetts 02215

Americana Interstate Corp.
P.O. Box 731
Mundelein, Illinois 60060
(312) 566-1262

Appleton-Century-Crofts
440 Park Avenue South
New York City, New York 10016
(212) 689-5700

Behavioral Research Laboratories
Box 577
Palo Alto, Calif. 94302
(415) 328-5940

Bell and Howell
7100 McCormick Rd.
Chicago, Illinois 60645

Benefic Press
10300 West Roosevelt Rd.
Westchester, Illinois 60153

BFA Educational Media
2211 Michigan Avenue
Santa Monica, Calif. 90404

Borg-Warner Educational
Systems
7450 North Natchez Avenue
Niles, Illinois 60648

Bowmar Publishing Corp.
P.O. Box 3623
Glendale, Calif. 91201
(213) 247-8995

The Continental Press, Inc.
Elizabethtown, Penn. 17022

Communication Skill Builders,
Inc.
P.O. Box 6081-M
Tucson, Arizona 85733

Craig Education
921 West Artesia Blvd.
Compton, Calif. 90220

Creative Publications
P.O. Box 10328
Palo Alto, Calif. 94303
(415) 968-3977

A. Diagger
Educational Teaching Aids
Division
159 West Kinzie Street
Chicago, Illinois 60610

Developmental Learning
Materials
7440 Natchez Avenue
Niles, Illinois 60648

Doubleday & Company
School & Library Division
Garden City, New York 11530

Economy Company
5811 W. Minnesota
Indianapolis, Indiana 46241

Educational Performance
Associates
563 Westview Avenue
Ridgefield, New Jersey 07657

Educational Progress
Corporation
P.O. Box 45663
Tulsa, Oklahoma 74145
(918) 749-6831

Educational Sciences, Inc.
P.O. Box 771
Wallingford, Connecticut 06492

Educational Testing Service
Box 2814
Princeton, New Jersey 08540
(609) 921-9000

Educators Publishing Service,
Inc.
75 Mounston Street
Cambridge, Massachusetts 02138

Eye Gate
146-01 Archer Ave.
Jamaica, New York 11435
(212) 291-9100

Encyclopaedia Britannica
Educational Corp.
425 N. Michigan Avenue
Chicago, Illinois 60611

Fearon Publishers
6 Davis Drive
Belmont, Calif. 94002
(415) 592-7810

Field Educational Publications,
Inc.
2400 Hanover Street
Palo Alto, Calif. 94304
(415) 327-5100

Field Enterprises Educational
Corp.
Merchandise Mart Plaza
Chicago, Illinois 60654

Filmstrip House, Inc.
432 Park Avenue South
New York, N.Y. 10016
(212) 532-4750

Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois 60607

General Electric Company
P.O. Box 43
Schenectady, N.Y. 12301

General Learning Corporation
250 James Street
Morristown, New Jersey 07960

Ginn and Company Education
Center
P.O. Box 2649
Columbus, Ohio 43216
(614) 253-8642

Great Ideas, Inc.
40 Oser Avenue
Hauppauge, New York 11787

Hoffman Information
Systems
4423 Arden Drive
El Monte, Calif. 91734
(213) 442-0123

Holt, Rinehart & Winston
School Department
Box 3323 Grand Central Station
New York, N.Y. 10017

Houghton-Mifflin Company
2 Park Street
Boston, Massachusetts 02107

Harper & Row, Publishers, Inc.
2500 Crawford Avenue
Evanston, Illinois 60201
(312) 866-8600

The Institute of Educational
Research
4 West Park Avenue
Long Beach, New York 11561

The Learning Business
30961 Agoura Rd. Suite 325
Westlake Village, Calif. 91361

Learning Opportunities
800 Welch Rd.
Palo Alto, Calif. 94305

Love Publishing Company
6635 East Villanova Place
Denver, Colorado 80222

McGraw-Hill Book Company
Educational Developmental Lab.
1221 Avenue of the Americas
New York, N.Y. 10020
(212) 997-1221

Milton Bradley Company
Springfield, Massachusetts 01101
(413) 525-6411

Noble and Noble
750 Third Ave.
New York, N.Y. 10017
(212) 986-6300

Olympus Publishing Company
Two Olympus Plaza
1670 East 1300 South
Salt Lake City, Utah 84105
(801) 583-3666

Open Court Publishing Company
Box 599
LaSalle, Illinois 61301

Parents' Magazine Films, Inc.
52 Vanderbilt Avenue
New York, N.Y. 10017

Photo and Sound Company
870 Monterey Pass Road
Monterey Park, Calif. 91754
(213) 264-6850

Prentice-Hall, Inc.
Educational Book Div.
Englewood Cliffs, N.J. 07632

The Reader's Digest Association
Pleasantville, New York 10570
(914) 769-7000

Robert Green Enterprises
111 South Randall Street
Madison, Wisconsin 53715

W. H. Sadlier, Inc.
11 Park Place
New York, N.Y. 10007

Special Child Publications
4535 Union Bay Place, N.E.
Seattle, Washington 98105
(206) 522-2036

Miller-Brody Productions, Inc.
342 Madison Avenue
New York, N.Y. 10017

Singer Education Division
1345 Diversey Parkway
Chicago, Illinois 60614

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Scott, Foresman and Company
855 California Avenue
Palo Alto, California 94304

Taylor Publishing Company
Box 1392
San Angelo, Texas 76901
(915) 949-3776

Teaching Aids, Inc.
P.O. Box 3527
Long Beach, Calif. 90803
(213) 439-0407

Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116
(617) 357-8446

Trend Enterprises
Box 3073
St. Paul, Minnesota 55165

The Viking Press
625 Madison Avenue
New York, N.Y. 10022

Westinghouse Learning Corp.
P.O. Box 30
Iowa City, Iowa 52240

Word Making Products
60 West 400 South
Salt Lake City, Utah 84101

B. L. Winch and Associates
P.O. Box 1185
Torrance, Calif. 90505

Recommendations

It has become such a tendency to purchase instructional kits to stock the shelves and fill the inventory of early childhood education programs that sometimes it appears that such kits are an

essential in and of themselves, rather than taking a closer look to determine whether the various items actually can be used and in what ways.

No doubt instructional kits do meet a need, particularly when it comes to setting up a program initially, and where relatively untrained adults and youths are used as volunteers and aides.

Upon examination of the instructional kits, we find that there are some features which still leave something to be desired. For example, many are packaged in containers which are not durable or practical for storage. Once the items are removed, it becomes an arduous task to return them to the compartments, slots, and so forth from which they came.

The most prominent need exists in the area of "learner verification" which results from extensive field research, including the use of the kit by a wide variety of handicapped young children. These kits are found in practically all of the programs, and yet there are very little data analyzed to substantiate that the items played a significant role in the progress of the child. Recognizing this need, at least two states, California and Florida, have enacted learner verification legislation. In 1972, the California legislature passed revisions of the state education code (SB 531), some of which dealt with textbooks and instructional materials. In the code, learner verification is defined as "the continuous and thorough evaluation of instructional materials for their effectiveness with pupils" (paragraph 9234). The duties of publishers are defined as follows:

Publishers and manufacturers shall, in accordance with rules and regulations adopted by the state board, develop plans to improve the quality and reliability of instructional materials through learner verification. Governing boards shall be encouraged to permit publishers and manufacturers to have limited access to classrooms for necessary testing and observation. Publishers and manufacturers shall provide copies of test results and evaluations made as part of learner verification at the request of any governing board (paragraph 9424).

Florida's legislation is relatively new. Under the provisions of Bill S492, signed into law on June 24, 1973, publishers must "submit written proof of the use of learner verification and revision process during prepublication development and postpublication revision of the materials in question."

Since the kits are relatively costly, there arises another pertinent consideration which deals with the convenience of having the

product on hand vs the inconvenience and the time involved in utilizing homemade techniques and making the product. Undoubtedly there is merit to the efficiency of having a finished product (toy or game) which has been commercially made. Often these items are very attractive, durable and well designed, and as already stated, they are items which are ready on "day one" when the program becomes operational (that is if the manufacturer has delivered, which isn't always the case).

On the other hand, one cannot but question these advantages when taking other consideration into account. For example, there is a trend toward more individualized assessment and instruction which dictates that the instructional materials become more custom tailored to each individual child. With this in mind, it almost appears more practical to stock the shelves with raw materials, supplies, and equipment, and involve the parent and child in making their own individualized "educational packet." Incidentally, there are many programs which are already doing this to one degree or another.

What a powerful learning experience can occur when the child can observe and participate in the process of transforming raw materials into a finished product. Not only does the feeling of personal ownership develop, but equally important, the step-by-step process can be controlled and stopped at the exact level of functioning of the child. This is not a privilege that is enjoyed with a finished product which forces just the reverse to occur. For example, a child learning to identify a triangle and to discriminate it from other geometric shapes is often shown the triangle, and then, if the child doesn't comprehend, the instructor progresses backwards, using a dot-to-dot outline or broken lines and other more basic techniques. It appears to be a much more meaningful and efficient experience to engage the child initially in the formation of the triangle and to point out its prominent characteristics during the process of construction.

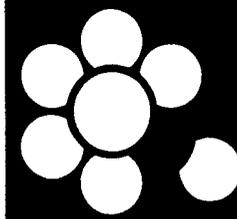
In addition to the merits of being involved in the processing aspect, there is something magical which occurs between parent and child when the two are working together for the benefit of each other. This may be a very costly process, if one measures the time and expense in parent training and the cost of the materials, and in some instances may not be the most practical approach. However, since there is also time involved in adapting the commercial product to the child, it really comes down to the difference in the adaption time vs the construction time, since in both instances, the parent needs to be trained to use the materials.

It is not the purpose here to present answers which will restrict or encourage the use of commercial educational kits; rather, it is hoped that the reader will become more aware of the strengths and weaknesses of such products and use them to their fullest advantage and, when necessary, use alternative methods, such as homemade instructional materials, wherein the young handicapped child will benefit the most as a result of this choice.

Selected References

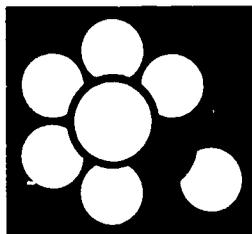
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Chapter 3



Activity Guides

Activity Guides



During recent years there has been an increase in the number of publications which aid in the area of curriculum development. Many of these publications have dealt with the use of toys and games to promote sensory stimulation in infants and to introduce readiness activities to lay the foundation for later academic acquisition in young children.

This chapter provides information on criteria for selection and an annotated bibliography of more than eighty references to assist those interested in finding books and curriculum guides which offer information on the construction and use of toys and games. Additional information concerning various curriculum guides may be obtained from the "Parent Resource Library Catalog" which is a product of the Instructional Technology Project.¹

Another source of curriculum information can be obtained by contacting the Technical Assistance Development System (TADS), University of North Carolina, 500 NCNB Plaza, Chapel Hill, North Carolina, (72514). Among its publications are *First Chance Products: A Catalog of Instructional and Evaluative Materials* and a newsletter entitled "Cycles" which is published six times a year. TADS also has other publications of interest to those involved in early childhood education for the young handicapped child.

The Committee for the Handicapped People to People Program has published a directory of organizations and their purposes, principal programs, and publications. A copy of this directory may

¹ It can be obtained by writing to the Special Education Department, Exceptional Child Center, UMC 68, Utah State University, Logan, Utah (84322).

be obtained by writing to the Committee at Suite 610, LaSalle Building, Connecticut Ave. and L Street, Washington, D.C. (20036).

Criteria for Selection

There are numerous curriculum guides on the market today. They have originated within publishing house, have been developed by staff members of programs, and most are written by prominent educators in the field of early childhood education. Most are directed toward the nonhandicapped child. Upon investigation related to the format and contents desirable for such guides, there arose the following criteria:

- (1) There should be consistency between the skills and understanding capabilities of the infant or young handicapped child and the activity presented. Particular attention should be given to the suggested vocabulary if such is part of the instructions.
- (2) The activities should be identified by developmental age, rather than chronological age, since there is such a wide range of performance of young handicapped children at a given chronological age.
- (3) The format of the activities within the guide should include:
 - (a) Developmental age range.
 - (b) Purpose or objective.
 - (c) Equipment and materials.
 - (d) Procedures or directions.
 - (e) Evaluation for success in completing task.
 - (f) Suggestions for variation.
 - (g) Adaptation for special needs when needed as determined by various handicapping conditions.
 - (h) Bibliography of additional sources for child, parents, and educators.

The guide itself should be well constructed so that it can withstand much use and abuse. The binding should be such that the pages do not have a tendency to fall out. Where patterns are given for the construction of toys and games, they should include the

complete dimensions, equipment needed, and recommended materials, and the instructions should be clearly stated and easy to follow.

Publishers of such curriculum guides should be aware of the primary consumer of their publication—parents, paraprofessionals, salaried aides, and in some instances older brothers and sisters, and thus it becomes crucial that the information be clear and complete and not left for general interpretation.

Recommendations

Many of the curriculum guides presently available are not complete. They either lack in specific areas, such as not listing the materials to use in the activity, or they are too general in their instructions. It was found that, in some instances, when the tasks recommended for three- to four-year-olds were matched with the developmental capabilities of a child of that age, the two factors were inconsistent.

There is a need to develop curriculum guides for use with the infant and those children who are functioning at an extremely low level. Many of the activities within the available guides are directed to young children three years of age and older, or they do not focus upon the basic activities required by a developmentally low-functioning child.

The categorical "labels" associated with handicapping conditions should be dropped from the titles of curriculum guides and replaced with titles which identify the contents of the guide by developmental levels of sensory stimulation, specific skill development (auditory, visual, and so on), and pre-academic and academic subjects. This will encourage parents and teachers to look more at the behaviors of an infant or young handicapped child rather than at the generically labeled categories.

Many of the commercially published guides are well done. From preliminary reviews of some of the products (curriculum guides) developed and in progress by early childhood education programs for the handicapped, both parent and educator can look forward to more upgraded curriculum guides which lend themselves to current assessment and prescriptive techniques and educational teaching strategies.

The following annotated bibliography in the following section of this chapter contains books and curriculum guides in which the use of toys and games is emphasized. Each contains specific

examples and, in many instances, patterns and illustrations of toys and games which can be constructed by the lay person.

Prices of the items were omitted since they vary from year to year. However, the current price can be obtained by making an inquiry at local libraries or bookstores and requesting the information from their sources, such as *Books in Print*.

The listing of the sources within the bibliography was compiled from referrals given by federal, state, nonprofit agencies and their programs, and so forth, and by examination of the publications themselves. It is not intended to be a complete list of everything available, but is felt to be a comprehensive listing which contains a wide variety of subject matter.

The reader is encouraged to review this bibliography with the thought that each reference, although not identified specifically as relating to a particular handicapping condition, may well contain valuable instructional materials. In fact, as a result of the compilation of this bibliography, we feel that none of the references should be looked upon categorically (that is as it may relate specifically to the blind or the hard of hearing), but rather one should explore the possibility of using those references for different types of handicaps that may not be apparent. For example, the publications of the American Printing House for the Blind, such as *Aids for Teaching Basic Concepts of Sensory Development*, contains excellent information that is helpful to young children in general.

Curriculum Guides Bibliography

Aaronson, May; and Rosenfeld, Jean. *Baby and Other Teachers*. Washington, D.C.: Georgia Appalachian Outreach Project of the Day Care and Child Development Council of America. 1974.

This book is about the social, emotional, and educational needs of babies in the early months of life, told much as the baby might experience them. The illustrations are simple and yet carry a "weighted" message to give caretakers insight about the activities in which to involve infants so that their development is stimulated. In addition, there is a section titled "Research Notes" which offers annotated references related to the text that are useful to parents and teachers alike.

Bailey, Janice A.; et al. *Resources for Creative Preschool Teaching*. Revised edition. Lincoln, Nebraska: Kansas Association for the Education of Young Children. 1974. (460 pp.)

This handbook contains a wide variety of activities related to every area of pre-academic and academic curriculum development. The appendix includes a section on the value and uses of games, various types of games, and activities used to promote skills.

Barraga, Natalie; *et al.* *Aids for Teaching Basic Concepts of Sensory Development*. Louisville, Kentucky: American Printing House for the Blind. 1973. (149 pp.)

This publication contains sections on the use of teaching aids, teaching aids according to the main concept taught in order of increasing difficulty, a discussion on similar commercial materials, and general construction directions. Nearly every page has a picture of an educational aid and the pattern for its construction. In addition, the format for each activity includes a description of the object, purpose, behavioral objective, and procedures and use. Although developed for the visually impaired, this book contains a wealth of construction plans for educational devices to be used with any population.

Bell, T. H. *Your Child's Intellect: A Guide to Home-Based Pre-school Education*. Olympus Publishing Company: Salt Lake City, Utah. 1973. (191 pp.)

This book combines theory with practical application throughout the infancy and early childhood. Each chapter is assigned a specific age level and contains information concerning normal development. At the end of each chapter there are suggested activities, using household items, which may be used to enhance the developmental skills discussed. The pictures accompanying the activities assist the explanations given for the activities.

Bessell, Harold; and Ball, Geraldine. *Methods in Human Development: Activity Guide for Pre-School and Kindergarten*. La Mesa, California: Human Development Training Institute. 1972. (189 pp.)

The guide contains 180 human development circle sessions within the areas of awareness, mastery (or self-confidence), and social interaction. The activities concentrate upon such topics as "Feeling Good," "Mastery of Personal Hygiene," "Learning about Cooperation," and "Understanding How My Behavior Affects Others." The Human Development Program is a cur-

ricular approach designed to give children the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence, and understanding of the causes and effects in interpersonal relationships.

Association for Childhood Education International. *Bits and Pieces: Imaginative Uses for Children's Learning*. Bulletin 20-A. Washington, D.C.: Association for Childhood Education International. 1967. (72 pp.)

This guide is most helpful for it stimulates the reader to "stop, look, and create." It offers discussions concerning the use of the environment to teach science, musical instruments from rustic materials, common objects used in learning math, simple puppets, and dramatic play. It lists all sorts of materials to be saved for use in conjunction with toys and games.

Blumenfeld, Jane; *et al.* *Help Them Grow! A Pictorial Handbook for Parents of Handicapped Children*. Nashville, Tennessee: Abingdon Press. 1971. (64 pp)

Although this handbook will be useful with different types of handicapped children, the authors have especially directed it to the parents of young mentally handicapped children and seek to provide them with suggestions for teaching, in the home, basic skills which will enable their children to grow as individuals. The book addresses itself to activities related to self-help skills, social skills, communication skills, and sensory and motor skills, and offers additional sources of information related to agencies, associations, and books for parents.

Buist, Charlotte A.; and Schulman, Jerome L. *Toys and Games for Educationally Handicapped Children*. Springfield, Illinois: Charles C. Thomas, Publisher. 1969. (228 pp.)

This book offers the names of specific toys and games and manufacturers, as well as suggested sex and age for each. The categories included within the book are visual perception, auditory perception, retention and recall, conceptualization, fine and gross motor, and verbal expression. The index includes the names and addresses of 41 manufacturers of toys and games.

Cahoon, Owen W. *A Teacher's Guide to Cognitive Tasks for Pre-school*. Provo, Utah: Brigham Young University Press. 1973.

The tasks presented in the book are simple, inexpensive, and easily tested. They help in the instruction of such concepts as substance, class, seriation, length, number, and weight. Included is an evaluation system whereby a child's cognitive level may be assessed.

Caney, Steven. *Steven Caney's TOY BOOK*. New York: Workman Publishing Company. 1972.

This book contains many pictures and illustrations which assist those who are interested in making some or all of the 51 toys presented. There is a recommended age given for each toy, and the toys are used for discovery, for pretending, for building and games, and for action and design. Many of the toys can be made by the child from common items around the home.

Chappel, Bernice M. *A Time for Learning: A Self-Instructional Handbook for Parents and Teachers of Young Children*. Worthington, Ohio: Ann Arbor Publishers, Inc. 1974. (144 pp.)

In addition to providing instructional guides and child development information, this book offers 225 tested activities, exercises, and games, together with a wide selection of variations and suggestions to promote learning experiences to young children. The activities focus upon the interest of the infant, sensory experiences, coordination, listening, communication and language, art, creativity, science, social behavior, reading and phonics, arithmetic, and general knowledge. The activities are expressed in general terms with some illustrations.

Cole, Ann; et al. *I Saw a Purple Cow and 100 Other Recipes for Learning*. Boston, Massachusetts: Little, Brown and Company. 1972. (96 pp.)

Many of the activities in this book are particularly useful to parents, teachers, and children in specific situations or with particular educational goals, such as sick in bed, traveling or writing, math readiness, and reading readiness. The materials needed for the activities are made from common everyday, inexpensive materials, and the directions for construction of each are clearly stated and illustrated.

_____ ; et al. *Recipes for Fun: Learning Activities for Young Children*. Fourth edition. Northfield, Illinois: PAR Project. 1974. (44 pp.)

This activity book is designed for parents, teachers, and others who work with young children. It contains basic activities that are fun and easy to do at home or school. The materials used with the activities are made from common items, and directions for construction are included. The activity units include make-believe, music and rhythm, making things, party fun, learning games, and exploring. Available also in Spanish.

_____. *More Recipes for Fun: Learning Activities for Children Ages 3 to 11*. Northfield, Illinois: PAR Project. 1974. (44 pp.)

This book offers a wide range of indoor and outdoor activities that provide opportunities for practicing and developing learning skills. Similar to *Recipes for Fun*, this book focuses upon activities related to back-to-school, indoor crafts and games, discovery, outdoor crafts and games, and newspaper fun.

_____. *Recipes for Holiday Fun: Creative Activities for the Family*. Northfield, Illinois: PAR Project. 1973. (38 pp.)

This book is designed to enrich the entire family's enjoyment of the various occasions celebrated throughout the year. Within its pages are ideas for games, crafts, decorations, parties, festive foods, and homemade gifts to mark each event on the calendar. Recommended for ages two through twelve.

Connor, Frances P.; and Talbot, Mabel E. *An Experimental Curriculum for Young Mentally Retarded Children*. New York: Teachers College Press, Columbia University. 1970. (300 pp.)

This manual offers a thorough discussion regarding curriculum and how to implement programming into a system. Although the target population is the young mentally retarded child, the theory presented and the concepts discussed regarding curriculum development apply to any program. The specific activities are in the areas of intellectual development, imagination and creative expression, social development, emotional development, manipulative development, motor development, and self-help. These activities are arranged in five-point developmental scales for the teachers' use in viewing teaching-learning processes. These indicators (scales) begin at the very elementary level and progress to more complex processing, which is an outstanding strength of this manual, since a caretaker can

identify the behavior of an infant or young handicapped child and know what types of activities to use to promote and prepare the child for actual performance of a task. (If a child can't hold a spoon . . . don't have him practice using a spoon but engage in the activities which are the forerunners to spoonholding . . . very basic.)

Cratty, Bryant J. *Developmental Sequences of Perceptual-Motor Tasks*. Freeport, New York: Educational Activities Inc. 1967. (88 pp.)

It is the purpose of this book to present selected developmental sequences of perceptual-motor activities which will be helpful in the education of retarded and neurologically handicapped youngsters. The activities center round developing skills in perceptions of the body and of its positions in space, balance, locomotion, agility, strength, endurance, catching and throwing balls, manual abilities, and moving and thinking. The book contains many helpful illustrations to accompany the activities.

_____. *Development through Action: Early Childhood Education General Physical Education*. Anaheim, California: Skill Development Equipment Company. 1973. (80 pp.)

This book includes a discussion of early childhood development and physical education. The Sections include activities related to beginning tumbling and movement development, learning games, social development, throwing and fighting, and vigorous relays and individual activities. Many of the instructions are accompanied with illustrations and although the activities include equipment developed by the publisher, many of the items can be substituted or adaptations made using homemade items instead.

_____; and Breen, James E. *Educational Games for Physically Handicapped Children*. Denver: Love Publishing Company. 1972. (91 pp.)

The chapters of this book include activities related to basic lead-up activities, games requiring moderate effort, vigorous games, learning games, and circuit activities (games involving obstacle courses). The instructions for each game are clearly stated and most are accompanied with a pictorial illustration. The games are directed toward those children who are in wheelchairs, use crutches, or have other physical restrictions.

_____ ; and Szczepanik, Sister Mark. *Sounds, Words, and Actions*. Freeport, New York: Educational Activities, Inc. 1971.

This set of activity cards is divided into sections of 49 movement games to enhance the language art skills of elementary school children. Each activity includes equipment, method, and age level (normal or retarded). The subject areas include letter identification, phonics, linguistic skills, reading, and listening. Each section is preceded by a card containing special teaching ideas appropriate for use within that section. At the end of the card packet there is a bibliography together with a materials list so that enterprising teachers may further explore the literature to expand their knowledge of how to add variety to the activities.

Croft, Doreen J.; and Hess, Robert D. *An Activities Handbook for Teachers of Young Children*. Second edition. Boston, Massachusetts: Houghton-Mifflin Company. 1975. (199 pp.)

This book contains many detailed instructions and helpful hints related to language, science, arts, pre-math, and cooking. At the end of each section there is a bibliography of resources. The format of each activity includes concept, materials, procedures, and variation and lends itself to clarity for understanding and implementing the activities.

Curriculum Guidelines for Kindergarten Activities. Magnolia, Arkansas: Magnolia Public School District. 1973. (91 pp.)

This book contains meaningful activities for five-year-olds, including auditory perception, language development, visual perception, social studies, science, mathematics, health, gross motor, music, and art. Each section includes suggested books, films, materials, and other aids. It is complete in the variety of topics within each subject area and would be useful for parents and teachers and others working with young handicapped children.

De Franco, Ellen B. *Learning Activities for Preschool Children: A Home Teaching Handbook for Parents*. Salt Lake City: Olympus Publishing Company. 1975. (120 pp.)

This publication offers suggestions as to how to interest children in activities and how the child learns. The activities include the areas of language development, sensory motor

science, and mathematics. There are ten basic activities for each area with additional or more difficult variations of each activity included. The format of each activity includes suggested age range, purpose, concepts to be taught, skills to be developed, vocabulary to acquire, materials needed, and suggested activities. Appendices A and B give additional help, with Appendix A listing titles of books and pamphlets which might be of interest to a parent. These are divided into two categories: (1) parent-child interaction and child development, and (2) home teaching how-to-do-it books. Appendix B lists different kinds of materials to use in the activities for little or no cost and places where you might be able to find the materials.

Parent Education Methods and Learning Activities for Preschool Children: A Home Teaching Handbook for Teachers. Salt Lake City: Olympus Publishing Company. 1975. (136 pp.)

This publication offers suggestions concerning how parents learn and how to conduct home visits. Also included is a chapter on adapting activities to the individual child. The activities are the same as those in *Learning Activities for Preschool Children* (above) and the appendices are expanded to include a section on suggested reading for teachers, with a list of books and pamphlets in child development, general preschool education, cognitive development, methods for teaching, and practical applications of preschool education and parent education. The other addition to the appendix is a section on the instructions for administering the simple WRAT test that is used in adult basic education.

; and Pickarts, Evelyn M. *Dear Parents: Help Your Child to Read!* New York: American Book Company. 1972. (140 pp.)

This book contains 76 activities, many of which could be used with the child who needs to acquire reading readiness. General suggestions are given to support each activity, and at the end of each section a checklist for games is given to assist the parents and others in determining the level of efficiency the child has attained.

Development Activities for Young Children Birth to 3 Years. Developed by Sewall Early Education Development Program, Sewall Rehabilitation Center, Denver, Colorado. 1975 (50 pp.)

This book contains a series of developmental activities that demonstrate how simple, everyday activities are used to obtain a variety of therapeutic objectives. The activities will stimulate growth in the following areas of development: gross motor, fine motor, speech and language, social-emotional, adaptive reasoning, and self-help. The guide also contains definitions of terms and equipment list of materials. Each activity contains a description of the equipment needed, the procedures to be used and primary and secondary objectives.

Fredricks, H. and (10 others). *A Data Based Classroom for the Moderately and Severly Handicapped*. Monmouth, Oregon: Instructional Development Corporation.

This book describes the complete classroom model developed by the Teaching Research Infant and Child Center. A complete task analyzed curriculum which includes self-help skills, motor skills, receptive and expressive language, and basic cognitive skills.

Dorward, Barbara. "Teaching Aids and Toys for Handicapped Children." Reston, Virginia: The Council for Exceptional Children. 1960. (60 pp.)

The purpose of this manual is twofold: first, to describe the construction and use of a number of teaching aids and toys that have been useful to teachers of handicapped children; second, to give teachers ideas for developing similar materials to suit the needs of their pupils. Some specific uses for the materials in teaching basic concepts and some of the possible modifications of the materials are listed.

DuPard, Etoile. *Teaching Aphasics and Other Language-Deficient Children*. Hattiesburg, Mississippi: University of Southern Mississippi, University Press of Mississippi. 1974. (337 pp.)

This manual provides materials related to the theory and application of the Association Method (McGinnis) approach to teaching aphasics. It offers many suggested activities concerned with language deficiencies. Many of the activities contain illustrations and examples of the types of materials to use.

Educational Aids for Visually Handicapped. Second edition. Louisville, Kentucky: American Printing House for the Blind. 1971. (83 pp.)

The purpose of this publication is to provide educators and parents with sources of related educational materials and aids which can be used to improve and strengthen instructional programs for visually handicapped children. Generally the publication contains listings of tactile aids and materials that have been specifically designed for that population. Many of the items would be appropriate to use with any child. Included are sources for practical art (sewing), preschool items such as a button frame, form board, textured beads, clothing fastening devices, touch and tell, and so on; reading aids; recording and sound equipment; science instruments; vocational education or industrial arts; and Braille equipment, including special typewriters.

Engels, Rose C. *Language Motivating Experiences for Young Children*. Los Angeles: D.F.A. Publishers. 1968. (267 pp.)

This book discusses the important aspects of language acquisitions and develop and provides language-related activities (receptive and expressive) in the areas of art, cooking, dramatic play, motor, music, science, "messy," and sensory, including smelling and tasting, story time, trips, water play, and other small group activities. Also included are lists of books for teachers and for children. There is an evaluation model and other assessment information. Each experience gives the material needed, things to do, things to talk about, variations, and in some situations, special adaptations for the visually (and other) handicapped. This book, although a product of a federally sponsored project which attacked the language problems of the mentally handicapped, provides many helpful "language experiences" for young children.

Farrald, Robert R.; and Schamber, Richard G. *Handbook I: A Mainstream Approach to Identification, Assessment, and Amelioration of Learning Disabilities*. Sioux Falls, South Dakota: Adapt Press. 1973. (523 pp.)

This handbook serves as a diagnostic and prescriptive technique resource, particularly in the areas of visual, motor, verbal, auditory, and orientation skills. It discusses learning and learning style and includes specific lesson plans which state the area of disability, the general descriptors—observable behaviors, and teaching strategies. Also included is an annotated bibliography of instructional materials which lists the company, the skill

areas, the approximate instructional age, and a brief description of the materials.

Findlay, Jane; *et al.* *A Planning Guide to the Preschool Curriculum, the Child, the Process, the Day.* Winston-Salem, N.C.: The Chapel Hill Training- Outreach Project Materials. (Available through Kaplan School Supply Corporation.) 1974. (411 pp.)

This guide provides 44 weeks of daily plans that are suggested for young children. The activities are multi-sensory, and the contents of the guide offer suggestions for prescriptive teaching and instructional objectives. Attention has been given to the prerequisites for accomplishing "simple" tasks, and many of the activities begin at a very low level of functioning and progress to higher levels. Also included is a list of books and of music for children.

Finnis, Nancie R. *Handling the Young Cerebral Palsied Child at Home.* New York: E. P. Dutton Company, Inc. 1968. (224 pp.)

This book uses simple terms and 165 drawings to assist parents in understanding the reasons for their child's difficulties, and describes the means to help the child attain maximum independence through the use of the techniques and aids presented. Also provided is a section on suppliers of accessories and equipment, which gives to the reader the names and addresses for sources of such items as shoes, feeding and drinking accessories, strollers, and other miscellaneous items.

Forte, Imogene; *et al.* *Center Stuff for Nooks, Crannies, and Corners.* Nashville, Tennessee: Incentive Publications, Inc. 1973. (375 pp.)

The contents of this book have been developed to help teachers use the learning center approach to individualizing classroom instruction. Step-by-step directions for planning and implementing a wide variety of activities are included, which lend support to teaching communication skills, environmental studies, and quantitative studies, and the appendix contains many resource references. The book is illustrated and offers many examples of games which can be easily constructed.

(Note: Another book from the same publisher is *Kids' Stuff: Kindergarten and Nursery School.*)

Freed, Alvyn M. *T.A. For Tots and Other Prinzes.* Sacramento,

California: Jalmar Press, Inc. 1974. (Distributed by Price, Stern Sloan Publishers, Inc., Los Angeles.) (232 pp.)

This book is leveled at children in the preschool and first grade levels and is part of the *Transactional Analysis for Everybody* series. The purpose of the book is to assist children in understanding their setting and to deal with it more effectively. Through illustrations and short narratives, such things as feeling good and feeling bad, being afraid and what to do about it, and other human relationships are discussed.

Furfey, Paul H. (Editor). *Education of Children Aged One to Three: A Curriculum Manual*. Washington, D.C.: The Catholic University of America School of Education, Curriculum Development Center. 1972. (202 pp.)

The book offers many practical activities which incorporate common, everyday materials. The suggested narration is included for each activity, although the caretaker is encouraged to "use your own language." The format of each activity includes the type of skill the activity will develop, rationale for the activity, materials needed, related things to do at another time, and helpful hints on how to teach through play. Also included is a section on materials available (books, toys, music, puzzles, and so forth).

Gordon, Ronnie. "The Design of a Preschool 'Learning Laboratory' in a Rehabilitation Center." New York: Institute of Rehabilitation Medicine, New York University Medical Center. 1969. (61 pp.)

Although not directly related to curriculum materials, this monograph offers many basic designs for furniture and equipment and their arrangement for use with young children. The pictures and drawings assist in developing understanding of the dimensions and construction of many useful items such as sinks, tables and chairs, sand and water table, easel (particularly adapted for those who are required to use their feet for art work), and many other useful classroom furnishings. Those in need of guidance in determining the needs and how to construct equipment and furniture for the handicapped will find this monograph capable of meeting such a need.

_____ . "The Design of a Preschool Therapeutic Playground: An Outdoor 'Learning Laboratory'." Monograph No. 47. New

York: Institute of Rehabilitation Medicine, New York University Medical Center, 1900.

This publication contains a discussion on the criteria for selection of activity areas, provides drawings with dimensions for construction of outdoor equipment, and is a useful guide for those interested in constructing or modifying playground equipment to meet the needs of exceptional children.

Hackett, Layne C. *Movement Exploration and Games for the Mentally Retarded*. Palo Alto, California: Peek Publications. 1970. (120 pp.)

The illustrated book contains many activities related to movement exploration; body image and space awareness; self-confidence; visual focusing and balance, strength, and endurance; and hand-eye coordination. The appendix includes information concerning the construction and acquisition of equipment and materials useful for movement exploration. Also included is a helpful summary chart of games and activities that displays which activities are appropriate for various levels of difficulty.

Halliday, Carol. *The Visually Impaired Child's Growth, Learning Development: Infancy to School Age*. Louisville, Kentucky: Instructional Materials Reference Center, American Printing House for the Blind. 1971. (87 pp.)

In addition to providing a description of the visually impaired child and special helps needed, this publication lists and describes education materials especially suited for this population. It also lists the names and identifies salient agencies, programs, and services that provide information or aid, and lists developmental educational materials, pertinent books, and related resource materials.

Hatfield, Antoinette; and Stanton, Peggy. *Help! My Child Won't Eat Right*. Washington, D.C.: Acropolis Books, Ltd. 1974. (168 pp.)

This book offers more than two hundred magic meals and nutritious recipes for use with young children. Teaching aids and charts and illustrations specifically designed to appeal to children are included. It is unique in its contents and appealing in its application since its activities are centered round making nutrition interesting and fun.

Hirst, Cynthia C.; and Michaelis, Elaine. *Developmental Activities for Children in Special Education*. Springfield, Illinois: Charles C. Thomas, Publisher. 1972. (258 pp.)

This text is for those teachers whose training is in the field of special education with no specialization in physical education. It is also written to provide an elementary progression of activity presentations for those learners employed at the training centers for the handicapped. The sequences in the text range from a simple and basic analysis to the complex and complete skill in a variety of activities. The purpose of this book is to present a program of physical activities which help the child with learning disabilities to develop, according to each child's potential, those physical skills necessary for enjoyable living. Academic skills have been integrated into the practice activities presented for physical development. There are many illustrations to assist the reader in understanding the positions of the child for the activity. The format includes directions for formation of children (group activity), equipment, number of players, description of the game, and teaching suggestions.

Homemade Innovative Play Equipment. In *Handicapped Children in Head Start*. Reston, Virginia: Council for Exceptional Children. 1974. (90 pp.)

guide contains instructions for the construction of homemade innovative play equipment for activities in physical education and recreation for impaired, disabled, and handicapped participants. The annotated bibliography offers nine references on this subject matter. The appendix includes a classification index which identifies the devices and equipment with its purpose; for example, the slant ramp assists in developing eye-hand coordination, eye-foot coordination, static balance, and so forth. The format of the guide is such that each item of equipment has been clearly stated, and there are illustrated directions for construction. Each has the following: statement of purpose, possible activities, helpful hints, safety considerations, materials, and approximate cost.

"H.O.M.E. Pre-Three Activities." La Junta, Colorado: H.O.M.E. Parent Child Centers, Inc. 1971. (12 pp.)

Although rather brief in its content, this publication offers an excellent example of what can be accomplished using common items as teaching aids. The "kits" used with each activity

contain items found around the home, and the format of the publication offers a section on equipment needed, aim of the activity, and purpose, and is illustrated with pictures of parent and child working together.

Honig, Alice S.; and Lally, J. Ronald. *Infant Caregiving: A Design for Training*. New York: Media Projects, Inc. 1972. (206 pp.)

This book contains methods, materials, and ideas which are helpful to all who are involved with infants and young children in any way. It offers practical suggestions for activities related to all aspects of child development, including muscle control, sense experiences, language development, and so on. The pictures and illustrations are helpful in demonstrating techniques and construction of useful play materials.

Humphrey, James H.; and Sullivan, Dorothy D. *Teaching Slow Learners through Active Games*. Springfield, Illinois: Charles C. Thomas, Publisher, 1973. (189 pp.)

After a discussion of the identification of various types of slow learners, the theory of active games learning, research, and factors influencing learning through active games, the text contains other outstanding features such as over two hundred active games for use in helping children learn in the areas of reading, mathematics, and science. Each game contains the concept or skill to be learned, along with a specific application of the game in development of the concept or skills.

Innovative, Inexpensive Instructional Materials. Lexington, Kentucky: Lexington Cerebral Palsy of the Bluegrass, Inc. 1974. (104 pp.)

Developed and compiled by the staff, teachers, and parents of this organization, the manual offers many practical activities supported by homemade toys and games. Instructions for the construction of the materials are given. Also included is an immensely worthwhile section which lists songs that contribute to areas of development and gives names of books, the name of song and page, and the areas of development; i.e. motor, cognitive, language, and so forth. The overall teaching materials include motor, language, mini-units (video tapes available), songs finger plays, and so on, and addresses of source materials.

Johnson, June. *838 Ways to Amuse a Child*. New York: The Macmillan Company. 1960. (220 pp.)

This book contains creative projects and ideas for children ages six to twelve. The crafts, constructions, hobbies, and games are designed from shoeboxes, egg cartons, soap, crayons, empty jars, and many other everyday, available objects. End-of-chapter bibliographies provide further subject reading and addresses of activity organizations for children. The activities are related to hobbies, fun with science, nature lore, convalescence, and travel.

John Tracy Clinic. *John Tracy Clinic Correspondence Course for Parents of Preschool Deaf Children*. Mrs. Spencer Tracy, Founder and Director; Virginia B. Thielman, Director, Correspondence Course and Staff. Los Angeles. 1968. (Approximately 300 pp.)

This complete volume is available only to persons or organizations professionally interested in deaf children. It is not planned for classroom use. The lessons are planned for parents to use with their deaf children age five and under, and are adapted to each child through personal letters from John Tracy Clinic, based on the parents' report on their use of our educational material. In addition to providing activities, this book is filled with other information. For example, at the end of each lesson there are hints concerning the child's own play, special games, and things to "buy or borrow." The section on "play and play materials" offers insight into natural playthings, how to select toys, how to make your own play equipment, and so on.

Karnes, Merle B. *Helping Young Children Develop Language Skills: A Book of Activities*. Reston, Virginia: Council for Exceptional Children. 1968. (134 pp.)

The activities included in this book were designed by teachers to improve the language skills of culturally disadvantaged preschool children but may be used with any child. The activities reflect the language model used in the Illinois Test of Psycholinguistic Abilities (ITPA) and focus upon the five major processes of (1) understanding (decoding), (2) determining relationships (association), (3) closure (integration), (4) expressing ideas (encoding), and (5) memory. In addition to offering procedures to follow, each section includes the names of specific games and where they can be purchased.

Kelly, Clare A. "Suggested Outline for Auditory Perception Training." Tallahassee: Florida Department of Education, Bureau of Education for Exceptional Children. 1971. (52 pp.)

This publication offers many activities which are helpful in stimulating and developing auditory perception. The author has outlined each activity by stating its purpose, the materials to be used, and directions for the game involved. There is also suggestions as to how to increase the difficulty, if desired. The illustrations of design of the games is given in such a simple manner that they can be easily reproduced.

Knight, Robert M.; and Thompson, Audrey A. "Training Suggestions for Children with Perceptual Deficits." Ontario, Canada: Canadian Association for Children with Learning Disabilities. 1966. (50 pp.)

The purpose of this publication is to provide in summarized form a basic list of suggestions, made in various books, articles, and by the authors, regarding training techniques for children with specific learning deficits. It discusses the pattern of deficits and abilities of children, the tasks which are appropriate for training in these areas, and offers activities to enhance development in the areas of olfactory and gustatory, tactual, kinesthetic, spatial relations, auditory, visual, auditory-visual, auditory-kinesthetic, visual kinesthetic, and reasoning.

Kokasha, Sharen M. *Creative Movement for Special Education.* Belmont, California: Fearon Publishers, Lear Siegler, Inc. 1974. (65 pp.)

This book contains a collection of ideas used with retarded and slow-learning children. The lessons were created for a functional curriculum in which concrete experiences formed the basis for learning. The book emphasizes creative movement to enhance self-understanding and imagination. The ideas presented involve self-expression through sensory motor experiences.

Koontz, Charles W. *Koontz Child Developmental Program: Training Activities for the First 48 Months.* Los Angeles: Western Psychological Services. 1974.

This manual contains a performance evaluation scale which may be used to assess the level at which the infant or young child is functioning. Parallel to the items of the scale are activities which may be used to develop such skills as gross motor, fine motor, social development, and language development. This is one of the few manuals on the market which identifies

the lowest levels of functioning — from birth on. There is a possibility of 550 performance items within the manual. The instructions are clearly stated, and “special notes” included with many of the activities are helpful.

Liepmann, Lise. *Your Child's Sensory World*. New York: Dial Press. 1973. (325 pp.)

The author suggests that the games given in the book are for children within the three to twelve-year-old range, but it is up to the caretaker to determine the most appropriate games to use. A guide is provided to assist in the selection of games related to hearing and speaking, touch, movement, seeing, sense of smell, and sense of taste. Included are suggested reading materials (for parents) which relate to the sensory world.

Machado, Jeanne M. *Early Childhood Experiences in Language Arts*. Albany, New York: Delmar Publishers. 1975. (176 pp.)

The planned experiences and daily activities in this text are based on an understanding of young children and their potential. There are sections devoted to an understanding of language development in the young child, listening, speaking, written communication, and reading. The unit on “resources for language development materials” discusses types of materials, staff-made materials, and commercially developed materials.

Marshalltown Behavioral Prescription Guide. Manuals IIA, IIB, IIC. Marshalltown, Iowa: The Marshalltown Project Preschool Division.

Curriculum materials developed by this project include three manuals categorized into three skill areas: communication, motor, and social. More than fifteen hundred strategies are listed which are compatible with the Behavioral Developmental Profile. The activities within each manual uses common household items and toys, and each activity contains a correlation number to the profile, behavioral objective, measurement criteria, materials needed, and step-by-step procedures. The manuals were designed for use in the home by parents of preschool handicapped and culturally deprived children.

Mayesky, Mary; et al. Neuman, Donald; Wlodkowski, Raymond J. *Creative Activities for Young Children*. Albany, New York: Delmar Publishers. 1975. (185 pp.)

A wide variety of activities for three- to five-year-old children. The activities are concerned with developing esthetics, including arts and crafts, as well as activities related to play, science, and foods. Each unit begins with carefully worded, easy-to-understand objectives and ends with a review, with answers provided so that readers can check themselves to see what they have learned. Also included is a section on planning, presenting, and supervising early childhood education programs.

McDiarmid, Norma J.; et al. *Loving and Learning: Interacting with Your Child from Birth to Three*. New York: Harcourt, Brace, Jovanovich. 1975. (306 pp.)

Working on the premise that it is the emotional component which provides the basis for a child's intellectual and social development, the authors show how love, physical contact, and simple interaction with the baby or toddler will foster the child's curiosity and lead to an emotional stability that will have a profound effect on his or her later life. Play as a learning stimulus is emphasized, and the book includes many activities, exercises, and games to stimulate a newborn infant. The book also includes a glossary and bibliography containing references for parents, craft books for parents and toddlers, nursery songs, finger play, and books for children. The appendices include recipes, directions, and illustrations on things to make, and other helpful hints.

Menconi, Patricia; and Steiger, Jeanne. "Volunteers' Perceptual Motor Manual" Houston, Texas: Menconi and Steiger. (9910 Pinelake Drive). 1972. (92 pp.)

The purpose of this publication is to make available a practical, down-to-earth guide for volunteers working with groups of children. Most of the activities are based on the perceptual programs of Frostig. Also included are sections on equipment and how to make it, and a glossary of terms.

Miele, Norma; and Smith, Sara E. *Help!! for Parents and Teachers: A Handbook to Enhance Learning Potential*. Ridgefield, New Jersey: Educational Performance Associates. 1974. (131 pp.)

Discussed in this book is information regarding the nature of learning and the various processes involved. The selection of

activities was based upon practicality, ease of use, and interest to children. The major sections include gross motor, fine motor, auditory perception, visual perception, and communication skills. The cross-reference index of activities is helpful, and each activity states the problem area, the activity, the age range, the objective, materials, directions, and suggestions and variations.

Miner, Louise. *Make It — Teach It: Perceptual Motor Learning Activities*. Johnstown, Pennsylvania: Mafex Associates, Inc. 1971. (67 pp.)

The format of each activity includes a section on why, what, and how. In addition, each activity is accompanied by an illustration of the simple toy or game to be constructed. The skills to be developed include body image, tactile discrimination, eye-hand coordination, auditory perception, form perception, spatial relationships, and motor skills. The book includes a list of materials to collect and additional suggestions for homemade toys and games.

Napier, Grace D.; et al. *Handbook for Teachers of the Visually Handicapped*. Louisville, Kentucky: American Printing House for the Blind. 1974. (95 pp.)

This handbook was prepared primarily for teachers of the visually handicapped, and offers suggestions on ways to help a blind child feel more comfortable and adequate. To accomplish this, the contents include sections on communication skills, techniques for daily living, and reading readiness. There are also listings of sources for state information and materials for the visually handicapped. Although the activities are specifically directed toward the visually handicapped, all others may benefit from most of the activities included.

Oakland, Thomas; and Williams, Fern C. *Auditory Perception*. Seattle, Washington: Special Child Publications, 1971. (175 pp.)

The contents of this book are concerned with the diagnosis of and development in language and reading abilities, and explains the importance of auditory abilities and the selection and use of diagnostic methods. There are specific lesson plans that state the objectives, materials, and format for instruction in the areas of sounds, association with pictures, objects, persons, and

sounds which differ in intensity, frequency, duration and pattern. Also given are lesson plans which are related to reading and auditory abilities, such as recognition of specific letter sounds, word endings, and sounds within words. The authors have included a section on the development of auditory abilities, using commercially published instructional materials such as books, filmstrips, games, tapes and records, workbooks and ditto masters, and publishers and vendors.

Painter, Genevieve. *Teach Your Baby*. New York: Simon and Schuster. 1971. (223 pp.)

This book offers many suggested activities for the newborn through three years of age. The areas covered include both sensory stimulation, skill development, and readiness for pre-academic and academic learning. The activities use common household items and are well stated so that parents and teachers (caretakers) can use the activities effectively.

Partners in Language: A Guide for Parents. (Companeros en el Idioma: Guia para los Padres.) In *The Prevention of Speech and Language Handicaps*. Washington, D.C.: The American Speech and Hearing Association. 1973. (154 pp.)

This bilingual publication was prepared in English and Spanish and focuses attention on informing parents about normal speech and language development. It provides suggested activities for parents to do with their young child.

Pizzo, Peggy D. *How Babies Learn to Talk* Washington, D.C.: Georgia Appalachian Outreach Project of the Day Care and Child Development Council of America. 1974 (85 pp.)

This book combines theory and hints on how to enhance language development in a simple manner. The pages contain illustrations and a sentence or two which, although brief, are filled with information for parents, siblings, grandparents, and all others who are involved with infants. The book contains a section on research notes which have twenty annotated references to support the data or narration of the book.

Platts, Mary E. *LAUNCH: A Handbook of Early Learning Techniques for the Preschool and Kindergarten Teacher*. Stevensville, Michigan: Educational Service, Inc. 1972. (206 pp.)

This book contains general instructions and illustrations for the construction of games related to large muscles, manual dex-

terity, creative play, learning colors, reading readiness, and includes listening and following directions, learning the alphabet, noticing likenesses and differences, and phonics. It also provides help with arithmetic readiness (including counting, learning number names and values, number vocabulary, and geometric shapes, and includes a section on early arts and crafts.

Quick, Alton D.; et al. *Project Memphis: Enhancing Developmental Progress in Preschool Exceptional Children*. Belmont, California: Fearon Publishers, Lear Siegler, Inc. 1974. (152 pp.)

Although the book is primarily concerned with program development and staff training, it includes many lesson plans related to personal and social development, gross and fine motor development, language development, and perceptuo-cognitive development. Each lesson contains purpose, equipment, and procedure sections, and indicates the developmental level (year) for which the lesson was designed. The appendix includes examples of education equipment, homemade equipment, and recipes.

Reichard, Cary L.; and Blackburn, Dennis B. *Music-Based Instruction for the Exceptional Child*. Denver, Colorado: Love Publishing Company. 1973. (230 pp.)

It is the authors' contention that all children can benefit from music-based instruction, and this text has been developed to provide special education teachers and others with suggestions, resources, and activities relating to such instruction. Each activity has a statement of outcome (goal), purpose, materials, and procedures. The appendices include an activity cross-reference by outcome (goal) and music; books categorized for use with retarded children; authors' evaluation for series and song books; useful recordings for exceptional children; and musical instruments and their use with exceptional children (including commercial and homemade instruments). A unique book for use with young handicapped children.

Robinault, Isabel P. (Editor). *Functional Aids for the Multiply Handicapped*. New York: Harper & Row, Publishers. 1973. (233 pp.)

The book was prepared under the auspices of the United Cerebral Palsy Association and contains information and pictures of aids to assist in transfer, travel and mobility, per-

sonal care, communications and learning, and recreation for children and young adults. These devices may be purchased or built, and there are five detailed construction procedures. Sources, including names and addresses, for aids and information are also given.

Romney, Emily; and Watt, Dan. *The Musical Instrument Recipe Book*. Newton, Massachusetts: Elementary Science Study of Education Development Center, Inc. 1968.

This book is an outgrowth of an elementary science study unit dealing with musical sounds. The sounds and musical instruments are constructed from a variety of simple objects and materials. This publication is unique and offers clear instructions with pictures for the construction of the items. Also given are the materials required and sources where they can be obtained free or inexpensively, and the tools required. A book list offers additional references which contain ideas for making simple musical instruments.

Roufberg, Ruth B. *Today He Can't. Tomorrow He Can! Your Child from Two to Five Years*. New York: The Learning Child, Inc. 1971. (135 pp.)

The purpose of this book is to help parents and others make wise selection of toys and playthings. It describes playthings that contribute toward each stage of the child's growth and how each plaything meets the child's needs. The text combines theory and practical application of toys and games to enhance learning.

Rowen, Betty. *Tuning In to Your Child: Awareness Training for Parents*. Atlanta, Georgia: Humanics Associates. 1975. (103 pp.)

This book focuses upon informing parents and others on how they can enhance their sensitivity and awareness to their child's behavior. In addition to providing background information concerning child development and how to observe behavior, the text also suggests specific exercises and activities that will help in the study of a child's behavior. There are chapters on observing infants, interacting with toddlers, and "knowing your preschooler or school beginners." There is also discussion concerning some special problems that frequently occur in the growing-up process. The authors state that it is

only by "tuning in" to the child — knowing his or her needs and special qualities as a person so that the parent can be most effective and can find the utmost joy and satisfaction in the role of parent.

Shears, Loyda M.; and Bower, Eli M. (Editors). *Games in Education and Development*. Springfield, Illinois: Charles C. Thomas, Publisher. 1974.

The authors discuss such topics as: reasons for playing or not playing games, factors causing games to become "worn out" for the players, and the relationship between game playing and rule acceptance involving the possible growth of freedom out of learning to deal with rules in games. Methods for teaching children to create more effective play for themselves are defined, along with a discussion of how games and play can be used without violating their natural function in children's lives. The book is divided into two sections — the first section offering the theoretical background and the second section providing practical suggestions on how to select and use games for therapeutic purposes.

Sparkman, Brandon; and Carmichael, Ann. *Blueprint for a Brighter Child*. New York: McGraw-Hill Book Company. 1973. (118 pp.)

This book discusses the important features of the preschool years' "mental nourishment" and offers many activities related to readiness skills (learning to see, language development, reading, number concepts, classifying, creativity, and motor development). The chapter called "Just for Fun" offers many activities directed toward just having fun and enjoyment.

Sykes, Kim C.; et al. *Creative Arts and Crafts for Children with Visual Handicaps*. Louisville, Kentucky: American Printing House for the Blind. 1974. (45 pp.)

The activities included in this guide have been adapted for use with both visually impaired and blind children. All are quickly and easily completed, and they use to the fullest extent all of the child's sensibilities. Emphasis is toward activities that give free rein to the child's powers of self-expression to provide a balance with the more formal, traditional crafts that have tended to place less emphasis on creativity. The contents of this guide include activities related to painting, collage, print-

making, sculpture, and fabric design. Each activity contains information concerning materials and equipment needed, procedures, and variations. The pictures and illustrations are also helpful.

Taylor, Barbara J. *A Child Goes Forth*. Provo, Utah: Brigham Young University Press. 1972. (113 pp.)

This illustrated book offers many activities for young children. There are sections on creative expression, language, stories and books, music, movement, sound and rhythm, science, pre-story activities, excursions, special occasions, outdoor equipment, and recipes. At the end of each section, there is an extensive bibliography of books, articles, pamphlets, and records related to the subject content. There are specific teaching aids and behavioral objectives for each learning activity.

_____. *When I Do, I Learn*. Provo, Utah: Brigham Young University Press. 1974. (180 pp.)

The book states that its purpose is to help adults recognize the value and excitement of using spontaneous, natural events to help young children discover their world. It includes numerous ideas to help teachers and parents guide individual children as they get to know themselves and other people; as they discover animals, plants, and water; as they learn to appreciate color, music, language, and books; and as they learn about the relationship between parts and the whole and gain the ability to classify. Each lesson contains sections on preassessment, concepts to be learned, specific behavioral objectives, and learning activities. The appendix offers a section on additional aids which contains information concerning resource materials such as story books, records, music books, and so on.

Technical Assistance Development Systems. "Lessons in Skill Development: Training in Early Education of Children with Handicaps." Chapel Hill: University of North Carolina. 1973. (58 pp.)

This manual provides activities related to gross and fine motor, perception, reasoning, and social-emotional development. The format of each activity contains the following categories: lesson area, materials needed, objectives, procedures, and comments. The activities are specifically designed and used with handicapped children and are presented in such a manner that parents, aides, and others could use them.

Thornley, Marjo. *Every Child Can Learn Something*. Seattle, Washington: Bernie Straub Publishing Company and Special Child Publications. 1973.

Teachers and parents can follow with precision these directions for the basic routines (dressing and undressing, toilet training, bedtime, mealtime, and so forth) that provide the base for further activities (learning to play games, simple tasks, household chores). They can be continued to areas of academic skills, following the detailed curricula and the step-by-step procedures of administering a classroom, with exercises accompanied by the effective use of the suggested materials. A basic vocabulary list is supported by word-matching games and exercises such as rote counting games leading to number concepts and simple arithmetic. Numerous activities develop coordination and visual, sensory, and perceptive abilities.

Tronick, Edward; and Greenfield, Patricia M. *Infant Curriculum: The Bromely-Heath Guide to the Care of Infants in Groups*. New York: Media Projects, Inc. 1973. (179 pp.)

In addition to offering guidelines to parents and educators, this book contains many helpful suggestions for activities related to social interaction and language development. Also very helpful is the section on teaching, learning, and materials. In this section, the authors discuss when and what to teach, the use of toys, and the inventory and storage of toys and materials. In the section on sequences of behavioral development, step-by-step instructions are given for the adult to follow to enhance the development of specific developmental skills.

Turner, Judy. *Educational Activities for Young Children: Creative Play*. San Rafael, California: Academic Therapy Publications. 1973. (80 pp.)

This book presents a wide range of educational activities related to creative play, using water, modeling, sand, art materials, and so forth for the young child up to the age of seven. In addition, there are activities involving imaginative play, including dramatic games, puppets, and indoor and outdoor games. There is a section which presents activities to promote readiness skills. The book gives many illustrations which explain how to make educational and play toys from common inexpensive items.

Tye, Elizabeth. "Nutrition Instruction and the School Lunch:

Ideas on Nutrition Instruction." Magnolia, Arkansas: Magnolia Public Schools. 1974. (47 pp.)

The goal of this guide is to offer activities which relate to both classroom instruction and the school lunch program. It is a unique publication in that it offers nutrition, learning experiences through activities such as art activities using foods, field trips to the kitchen and supermarket, poems and finger-play related to nutrition, menus for cooking in the classroom, and monthly food activities. Each activity includes a goal, a step-by-step procedure, and follow-up activities. Patterns for puppets to accompany the teaching units are also included.

U.S. Department of Health, Education, and Welfare, Office of Human Development, Children's Bureau. "Fun in the Making." No. (OCD) 73-31. Washington, D.C.: U.S. Government Printing Office. 1973. (30 pp.)

This booklet contains some ideas for making children's toys and games. They are simple and fun to make and encourage and help children to learn and practice specific skills such as the ability to: recognize colors, shapes, and sizes of objects; coordinate hand and eye movements; count; and remember to use words to express themselves. All of the toys and games are made from throwaway materials usually found in the home. Illustrations and step-by-step directions are helpful and will assist those making the items.

Van Etten, Carlene (Compiler). *Directory of Selected Instructional Materials*. In *Handicapped Children in Head Start*. Reston, Virginia: Council for Exceptional Children. 1974.

This document is designed as an instructional materials resource for Head Start teachers serving handicapped children. The major categories include materials which promote visual and auditory discrimination, perceptual and motor development, concept and general knowledge development, language stimulation and development, number readiness, and basic number concepts. Each of the 70 references includes the title of the product, the source, cost, purpose of objectives (if stated), brief description, and special note of special features or application.

Wagner, Guy; et al. *Games and Activities for Early Childhood Education*. New York: The Macmillan Company. 1972. (151 pp.)

This book contains a wide variety of games and activities which may be used with three-year-olds and older, and are simple in design. Many of the games and activities are helpful in facilitating readiness for reading and math, and include exploring science, dramatic play, stimulating creative art, enriching social studies, and rhythm and movement. There is a listing of sources mentioned in the text and additional references for the young child, parents, and teachers.

_____ ; et al. *Language Games: Strengthening Language Skills with Instructional Games*. Darien, Connecticut: Teachers Publishing Corporation. 1963. (144 pp.)

The authors discuss the rationale for instructional games and offer 160 activities to promote clarity and originality in speech and writing, to build dictionary and spelling power, and to develop vocabulary and world meaning and enrichment. Each activity is outlined in a section stating the purpose of the players, the materials needed, directions, adaptations, and cautions. The appendix contains a listing of commercial games for building language skills and includes the addresses of the publishers or manufacturers. The index includes a list of 59 language skills that may be reinforced by the use of a variety of games. The games are classified according to four levels of difficulty.

Wedemeyer, Avaril; and Cejka, Joyce. *Learning Games for Exceptional Children*. Denver, Colorado: Love Publishing Company. 1971. (155 pp.)

The games in this handbook may be used in the regular and the special education classroom. Games are designed for one or two children or a group. The book is divided into two sections: primary (K-3) and intermediate (4-6). Over 150 games and variations have been developed in primary language and arithmetic, rhythms, and creative movement. Cross-classification of games according to both academic skills and physical skills area are included in the appendix.

Weikart, David P.; et al. *The Cognitively Oriented Curriculum*. Washington, D.C.: National Association for the Education of Young Children. 1971. (182 pp.)

This guide is based primarily upon Piaget's theory of cognitive development and includes a discussion on teaching

methods and program organization. The activity sections include the areas of classification, seriation, and spatial and temporal relations. Each activity states the conceptual focus and level of representation, and lists the motoric and verbal instructions. It provides basic information for both parents and teachers and is appropriate for use with young handicapped children.

Wolff, Sydney; and Wolff, Caryl. *Games without Words*. Springfield, Illinois: Charles C. Thomas Publisher. 1974. (101 pp.)

The activities contained in this book are based upon Piaget's preoperational and concrete operational stages of development. The book offers background in theory as well as specific directions and examples of toys and games related to such things as ordering, classifying, building a design, and so forth. Although originally developed as an aid to assist deaf children, the activities are appropriate for all young children. In addition to the illustrations, there is also a section on available materials (commercial) and recommended books listed at the end of the book.