Carol- Thought this might interest you. Linda Thurman

Contra Costa Children's Council

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THE GREEN MACHINE

What's big and green and carries toys for children? It's the Green Machine, the mobile toy library operated by the Children's Council. This fall it will be expanding its service to include more day care homes and centers on its schedule. We have recently purchased many new toys and we have lots of new and different resource materials for arts and crafts projects. (materials are provided through Bay Area Creative Re-use Inc.)

CHANGE OF LENDING POLICY

Due to the low rate of return on toys borrowed by individuals, we regret to announce a change in the Green Machine toy lending policy: From now on only teachers, providers, or administrators of day care centers, homes, or schools on the Green Machine route may check out toys. Parents or other individuals are no longer eligible for this toylending service. However, anyone may still obtain free art supplies at any of the stops, and kids are still welcome to play with the electronic toys while the bus is at their center.

To check out a toy a teacher simply has to fill out a membership card and select the toys. (Limit: three toys plus two books per center.) The toys can be kept for one month and may be returned to the bus or to any branch office of the Children's Council. (addresses listed below)

The Green Machine operates Monday through Friday on regularly scheduled routes. It returns to the same area on the same day of every month. For example, the Concord route falls on the second thursday of every month. If your center or daycare home is not on the Green Machine route please call us to see if there is an opening in the schedule for your area. The locations on Last year's routes will be receiving a call to confirm the day and time on the new schedule.

The Green Machine will be at Montecito Pre-school

on 2nd Wednesday of every month (Oct 8) at 12:30 pm

If you have any questions, please call the Green Machine coordinator at 676-5437. Thankyou and we'll see you on the Green Machine!

**The new toylending policy applies only to the Green Machine individuals may still check out toys at our branch libraries.

WEST BRANCH
3727 Barrett Avenue
Richmond, California 94805
(415) 233-KIDS

CENTRAL BRANCH
2253 Concord Blvd.
Concord, California 94520
(415) 676-KIDS

EAST BRANCH
1065 Railroad Avenue
Pittsburg, California 94565
(415) 427-KIDS

file c Foxlib

PARENTS & CHILDREN LEARNING TOGETHER

A RESPONSIVE PROGRAM FOR PARENTS AND THEIR CHILDREN

DISCOVERING IS FINDING NEW WORLDS...

THE OUTSIDE WORLD

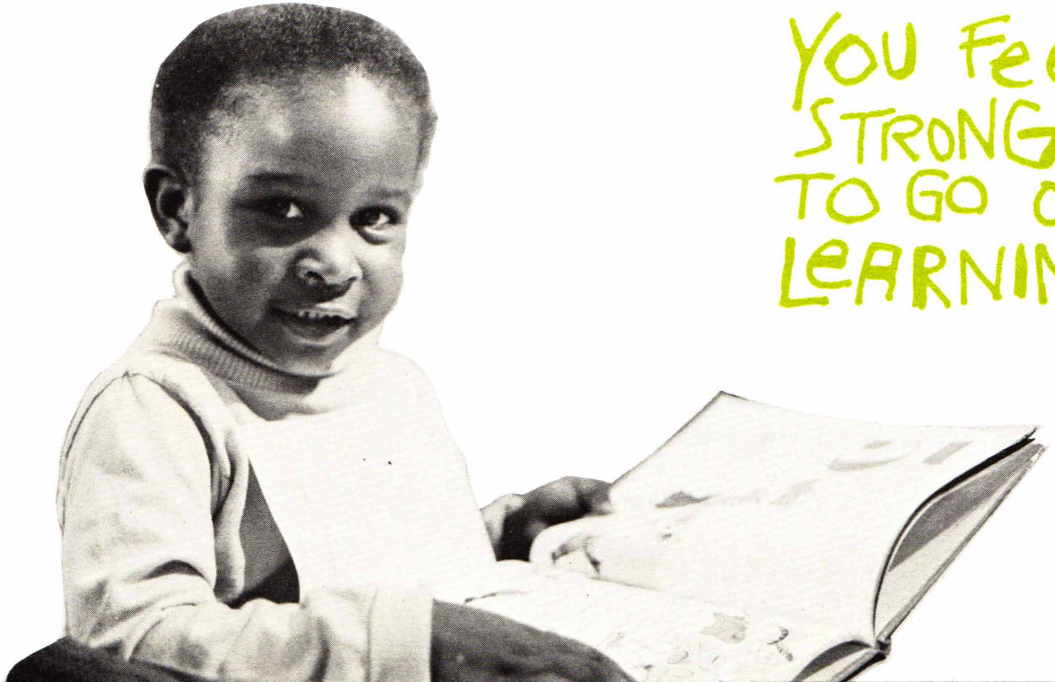
AND THE ONE INSIDE YOURSELF.

When a child is discovering,
he is interested and excited.

What a child discovers for
himself, he remembers.

And by discovering, he also
finds out about himself.

Parents can guide their children to this kind of learning. The Far West Laboratory for Educational Research and Development has a program for parents who want to help their children learn by discovery.



When you know you have the ability to learn

you feel strong enough to go on learning more.

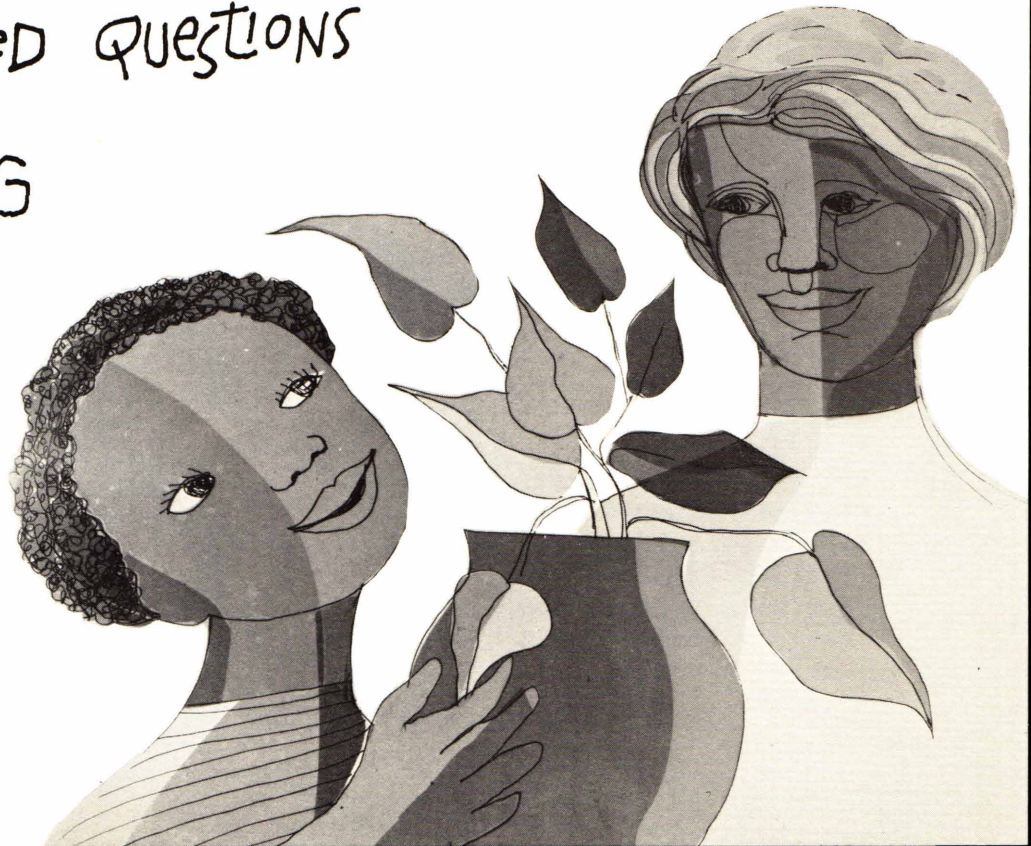
the Parent/Child Program has three objectives:

1. To help children feel better about themselves.

2. to help children develop skills and problem-solving abilities.

3. to help parents have an important voice in deciding how schools teach their children.

THE ENCOURAGEMENT TO LEARN
COMES THROUGH SMILES &
NODS, WELL-PLACED QUESTIONS
AND A LOT OF
PATIENT WAITING
FOR THE CHILD
TO FIND OUT
FOR HIMSELF



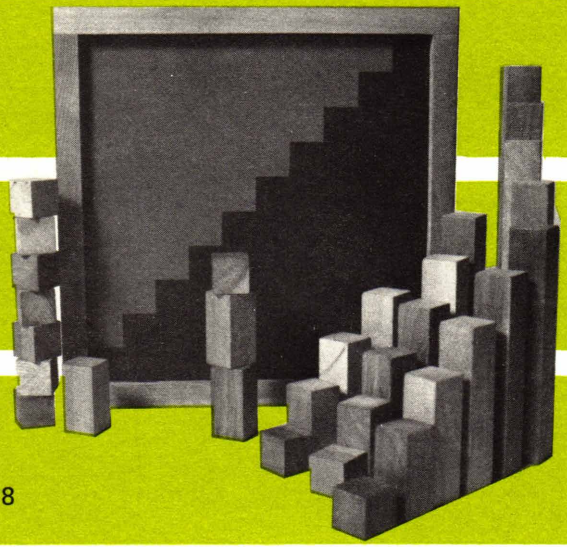
The program consists of eight two-hour sessions, usually meeting once a week. Each week there is a discussion of some topic of child development. For example, one session might focus on managing a child's behavior by using "positive correction."

A new toy is introduced at each meeting — a toy to help children learn basic skills and problem-solving abilities.

By watching films, slides, and demonstrations, and then by "role-playing," parents learn to use the toys in ways that will help their child make discoveries by himself.

There are
MANY WAYS
TO PLAY WITH
GAMES BECAUSE
THERE ARE
MANY THINGS
TO LEARN

Parents take the toys home for a week and play games with their child.



The child explores the toy and discovers how it works and what he can do with it.

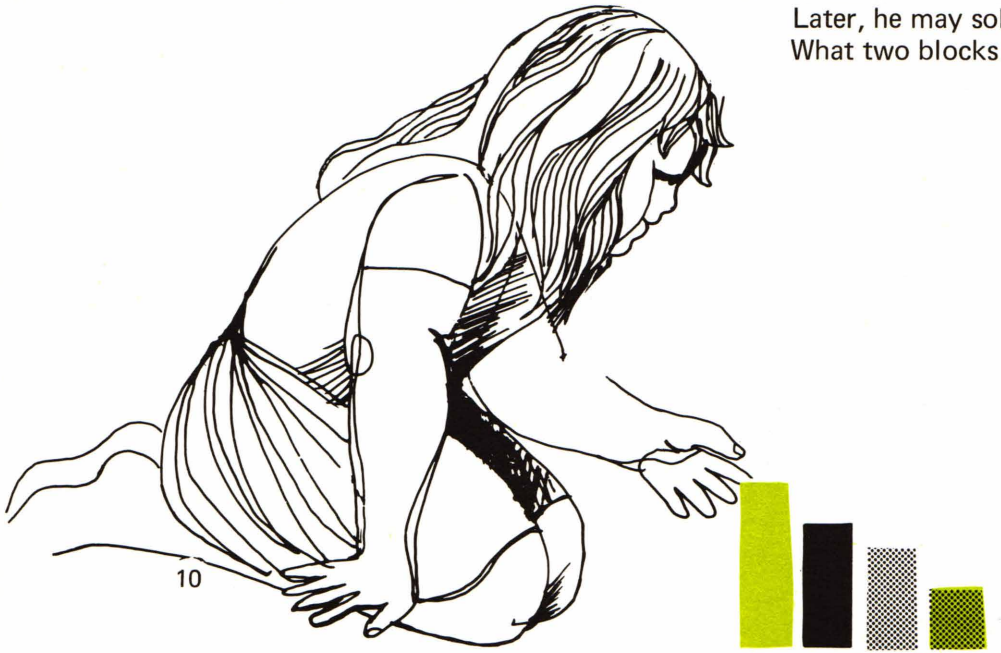
Each toy can be played at several levels of difficulty. The wooden table blocks are an example:

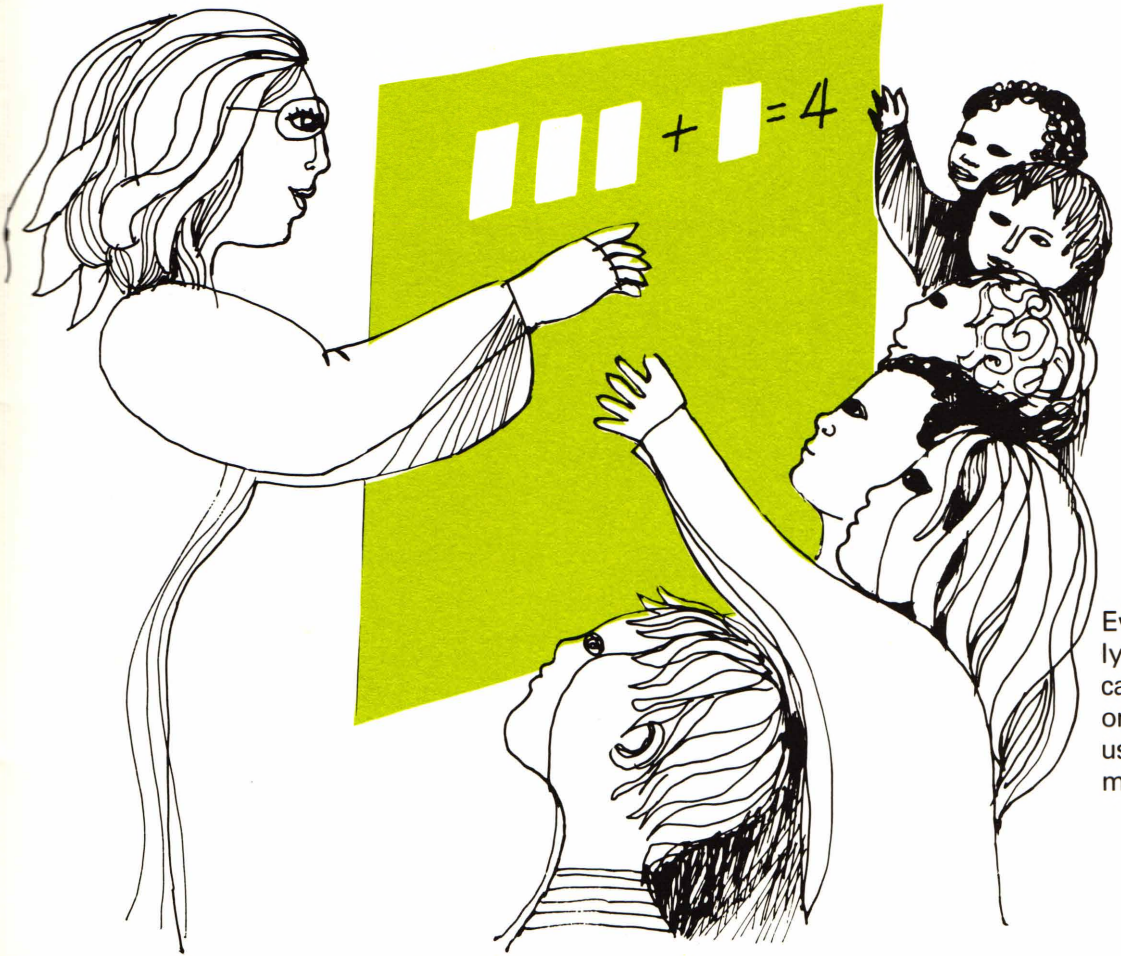
First, the child explores and uses the blocks freely on his own.

Then he may match the blocks to their outlines.

Then he may learn to see differences among the various blocks.

Later, he may solve more complex problems:
What two blocks are the same length as this block?





Eventually the child is likely to discover the blocks can stand for the numbers one through ten and can be used to solve many arithmetic problems.

EACH TIME the CHILD DISCOVERS FOR HIMSELF, HE GROWS NOT ONLY IN SKILLS BUT IN SELF-ESTEEM

EVERY PARENT IS A TEACHER

Parents return each week and talk about themselves, their children, what happened with the toy and other things that interest the group. During these group discussions parents gain strength and support from each other. Then they can make their wishes known to others who will educate their children.

The Laboratory's staff encourages community people to become involved in school and community decisions and to follow-up on that involvement.

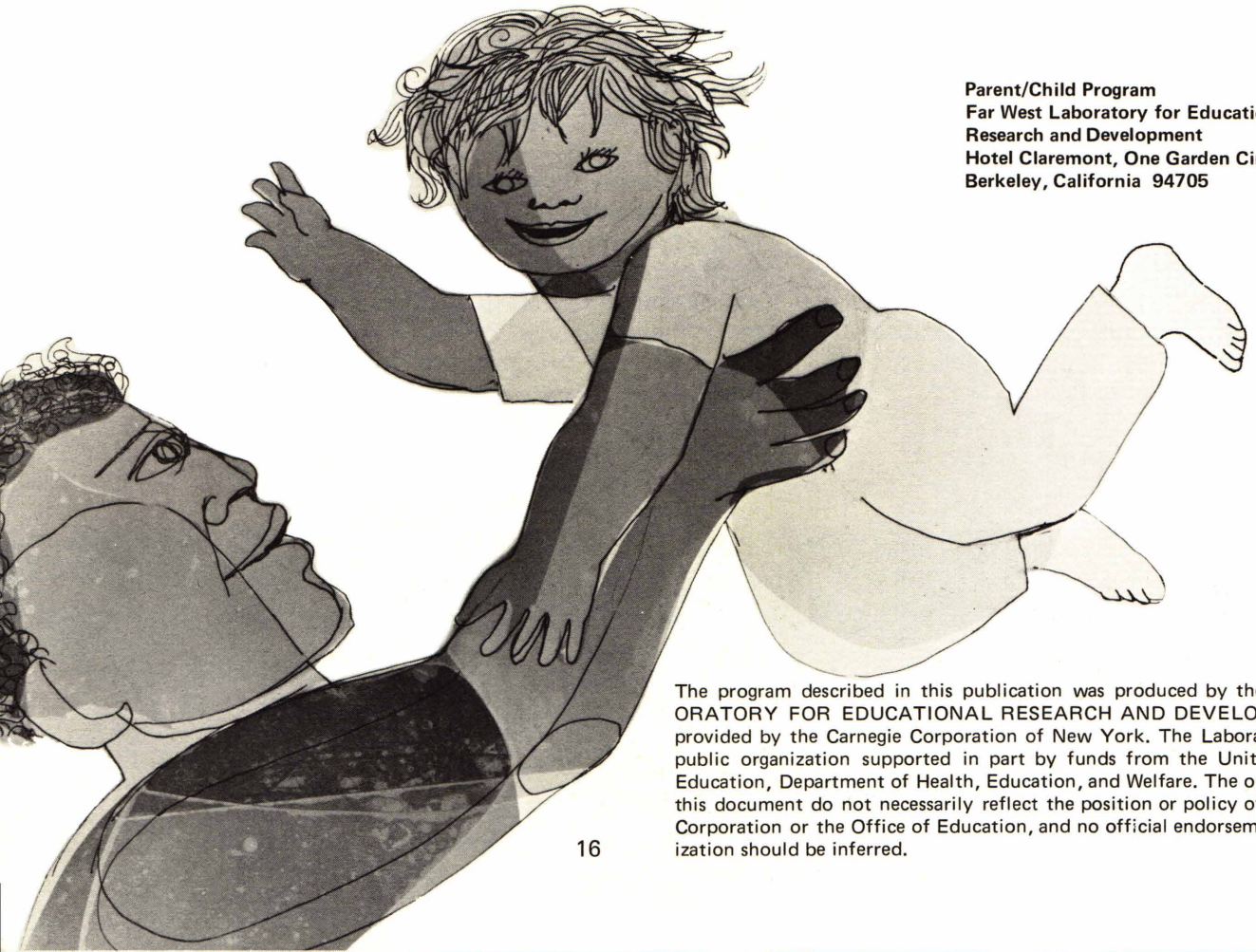
After the parents finish the program they may use the Toy Library as a source of educational materials. It contains many toys, games, books, and records – not just those used in the eight weekly meetings. These materials may be used at home, in nursery schools, day-care centers or day-care homes.

After the program, a monthly newsletter goes to the parents to keep them interested and active in their child's education.

Where can Toy Libraries be placed? And how can one be started?

A Toy Library may be a room in a library, school building, church, or community center. Groups interested in the program select the person who will teach the course and operate the library. That person attends a one-week workshop at the Laboratory. The workshop introduces the participants to the responsive program and to the Parent/Child Toy Lending Library program.

THE TOY LIBRARY IS A WAY TO BRING MORE LEARNING MATERIALS INTO THE CHILD'S FIRST SCHOOL... HIS HOME.



Parent/Child Program
Far West Laboratory for Educational Research and Development
Hotel Claremont, One Garden Circle
Berkeley, California 94705

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Toy Library
another
folder in middle
drawer

TOY LENDING LIBRARY

CHILD CARE COORDINATING COUNCIL

1838 EL CAMINO REAL, SUITE 214, BURLINGAME, CA.

692-6647

TOY LENDING LIBRARY

PURPOSE

The general purpose of the Toy Lending Library is to offer licensed family day care providers access to and use of quality toys and equipment to supplement what they may already have in their homes.

In conjunction with the Toy Lending Library service, training will be given to assist providers in using the Toy Lending Library items and simple everyday objects as learning materials.

An emphasis will be placed on using the Toy Lending Library items to promote creativity, exploration, and healthy growth and development in children.

POLICIES

1. Licensed family day care providers may use the Toy Lending Library.

2. Providers do not have to be 4C members to use the Toy Lending Library.

3. A $3.00 annual maintenance fee will be charged to sustain the Toy Lending Library, covering repairs and new purchases.

4. Attendance at a Toy Lending Library orientation meeting is required before using the library. Orientations will be held on the second Saturday of each month.

5. Items in the Toy Lending Library may be checked out for a maximum period of one month, and may be returned earlier.

6. No more than four items may be checked out from the library at one time. However, this will vary depending upon the specific item's or set's availability and classification.

7. Individuals who return items which have been misused will be given a warning. Continued misuse of returned items will result in forfeiting the privilege of using the library.

8. Restocking of duplicate items will be done with the popularity of the item in mind. Popularity will be determined by the number of requests for a particular item and the number of times the item has been checked out.

9. The Toy Lending Library will be open on Tuesdays from 4:00-7:00 p.m., Thursdays from 9:00 a.m.-12:00 noon, and the second Saturday of each month from 10:00 a.m.-12:00 noon.

10. The provider's signature on the registration form implies that she/he has read and understood all of the Toy Lending Library policies and assumes any and all liabilities due to intentional or unintentional misuse of the items in the library.

11. The Technical Assistance staff will coordinate and maintain the Toy Lending Library during the hours of operation and will handle any problems or requests regarding it.

BEAUTIFUL JUNK CENTER

POLICIES

1. Salvageable scraps are available, free of charge to licensed family day care homes and children's centers. These items may include paper, rug squares, yarn, leather, poster boards, cloth, buttons, etc.

2. Scrap items will vary depending upon public donations and contributions.

3. Individuals wishing to make a donation must make arrangements with the Technical Assistance staff. Call 344-1176. Items delivered without proper notification will not be accepted.

Sentoub AJN
4/29/77

The toy library is a collection of cartons, toys, and play props ready to be checked out by any nursing student for a special child she is visiting that evolved as part of a project to prepare nurses in mental retardation at the University of California School of Nursing in San Francisco. The faculty of this project, a nurse and a nursery school teacher, wanted to offer nursing students a dramatic and effective technique for helping families with a retarded child at home.

"Play," says Dr. Spock, "is what a child does because he can't resist it." Assuming that retarded children can best be helped by being treated like children rather than like retardates, the faculty set about devising some means of "turning on" the intact part of the child. Toys and play seemed the most effective tool for this purpose.

We have assembled a collection of materials to be used in a variety of ways for children of different ages and ability levels. One group of toys are expensive, well-made, time-tested toys to be used as demonstration models for students. These toys are used in classes to show how an adult can interact with a child using age-appropriate play materials that will stimulate him to action. After such demonstrations students design inexpensive play materials for their patients to meet similar development needs. They become aware of the kinds of things toys can do for children, and children can do with toys.

The second group of playthings were improvised out of materials easily available to the nurse or to the family. Here the purpose is to help families see that it is easy to supply stimulation that enhances the child's growth with simple materials such as pots and pans, lids and spoons, empty cans and boxes. All the play materials were indexed in a card file according to their usefulness in the following categories:

Sensory

Manipulative

Cognitive - discrimination

Creative

Dramatic Play

Toys are checked out by the nurse, just like a library book. Each nurse is encouraged to observe the child or group she is seeing with an eye to choosing a play prop which will captivate his interest, and move him toward the goal indicated by her nursing assessment.

Perhaps she is interested in forming a relationship of trust with the child. Perhaps she wishes to demonstrate to a discouraged or apathetic mother that her child can master new learnings through play. Maybe she wants to see if he has the coordination necessary to begin learning simple self-help skills.

The nurse uses the toys to strengthen human relationships, not to substitute for them. The emphasis is on her role as a catalyst to help the child, through play, to increase skills, improve his self-image, to stimulate his senses, and to add to his stature in the family.

Repeatedly, as the student nurses have gone into homes with the toys, the child has gained new status as a family member and often surprises his family by demonstrating an ability to follow directions and to enjoy play and socialization they had not thought him capable of. There is something captivating about play and play things that lightens the atmosphere and focuses on what's right about the child rather than what's wrong.

Toys symbolize love and the nurse bringing something into the home for the child's enjoyment is perceived more as a friend than a critic. And for the nurse herself, the toys serve to dramatize her role, to bridge the communication gap, and to offer her a quick assessment tool.

Students who have used the play materials with groups of children where they were assigned for clinical experience reported enthusiastically about the results as follows:

1. Student anxiety and depression over the condition of the child is reduced by the knowledge that she was going to provide meaningful play.
2. Her desire to find a suitable play experience for the child focuses her attention on his abilities rather than his disabilities and sharpened her observations.
3. Her own creativity is called upon as she sought to find just the right play approach and material to enhance it.
4. She is rewarded by the child's delight and interest in the play.

5. Students reported that staff attitudes were modified. "We could do that - we have those things around," was a typical comment as staff observed students conducting music, dance, and water play sessions with the children.
6. The children made visible progress in speech, socialization, and self-help skills.

In the toy library materials are collected for use by children with a wide range of ages, interests, needs, and abilities. Each toy has a variety of potential uses and is inventoried according to its purposes. For example, a ball is a device for connecting the child and the adult. It is also round. It can be examined and identified by the word "ball" and by the shape "round." It has a color which can be compared with other objects. The child's free use of the ball can demonstrate to the nurse his motor coordination and developmental level and indicate the degree of vision he has. The "b" sound in ball is one of the easiest for a child. Practice with this is good for the child's developing speech. And, of course, a ball can be thrown and controlled by the child, giving him a sense of power and achievement so important to all children, but so often denied the young retarded child. This one item in the toy basket can be used for socialization, speech development, spatial concept formation - - (up-down, over there, here, in the box, etc.) - - and motor development. It serves as an assessment tool, helps with cognitive learning, and offers tactile and kinesthetic stimulation.

The ball can be rolled by the toddler or pitched by the eight year old. The toys' versatility and the nurse's flexibility and imagination in making many uses of each plaything both are important.

The library toys are listed on cards filed according to such categories as:

Sensory Stimulation

Motor Development

Manipulative Skills

Cognitive Development

Speech

Discrimination

Development of focal attention

Creative Play

Dramatic Play

Socialization

Because the toys each have many uses, they are cross-filed. A teddy bear with a windup music box can be heard, hugged, felt, identified, and used as a dramatic character in a story.

In the basket we have assembled a sampling of play materials a nurse could bring. Of course, only a few of these would be brought by the nurse on any visit, and the activity would be selected to suit the child.

On separate cards we have listed some of the values of the materials included.

In collecting our materials we take into consideration the following factors:

1. The basic purpose of the play is to make human contact with the child - the material is a bridge to this rather than a substitute for it. The toy is a prop that brings the nurse and the child, or the mother and child, closer together and inspires greater enjoyment and appreciation of themselves and each other through their play.

   For example, as the nurse hands the child clothes pins to drop into a can with a plink, and as the child performs, they can laugh together at the accomplishment, and the mother can see that her child is able to imitate and to perform in a way she didn't know he could.

2. The play materials should be easily available to the family. The nurse can demonstrate how household materials can be used to enhance the child's development and enjoyment of his body and his environment. Painted tin cans to nest, stack, drop things into, or take things out of -- clothespins, nested boxes, magazines, colorful spools, or lids strung across the crib, interesting textures to feel, things to smell or to hear, all can be used. Coupled with speech and a playful attitude on the part of the adult, the child's world can begin to expand, and his picture of himself as a worthwhile person begin to form.

   Often when the nurse brings in her play props and the child uses them the mother says "I could do that with her, I have those things around," and the mother is on a new path in helping her child to develop.

3. The toy should be safe, non-toxic paints must be used, nothing with sharp edges should be used, balloons or small objects that could be aspirated must be carefully supervised.

4. The nurse must be sensitive to how the parent perceives the play and play materials. For example with water play or dough or anything messy, she should get the mother's feeling about such an activity and make sure that the mother's tensions in relation to the child are not increased rather than decreased through this play. Sometimes this is impossible and these valuable activities have to wait, but often, by the nurse's careful protection of surfaces with plastic sheets, aprons and towels and comfortable enforcing of limits through positive redirection, the mother can see possibilities in this kind of play.

   The gift of a cutdown bleach bottle with a paint brush for water "painting" of the sidewalk and fence can occupy a child for long periods of time and give him a sense of importance.

5. The play material should have value as an assessment instrument to demonstrate to the nurse and the parent what developmental stage the child has reached and what his special capabilities and interests are. For example, a child might demonstrate by his grasp on a toy and his ability to guide it to his mouth, that he is ready for self-feeding, or by his ability to manipulate objects, show his readiness for learning to dress himself.

8. Above all, the toys must help create a playful and relaxed atmosphere where the child can feel joy and a sense of accomplishment. Even though play enhances the child's cognitive, motor and speech development, the play sessions shouldn't become a series of demands for performance. The relationship comes first.

   The toys don't replace the child's need for the eye, ear and attention of the adult, but through the offering of the toys, the adult is offering herself and giving the communication. "I like you, and I like for you to be yourself through play."

The nurse can often introudce the parent to more satisfying ways of behaving toward the child. She does this by concentrating on what the child can do rather than what he cannot do.

The toys help the nurse find the child's growing edge. They communicate her interest and concern to the parent, and offer the child new stimulation and expansion, new challenge, new opportunities to win approval.

TOYS FOR TOY LIBRARIES EXHIBITION

ABOUT THIS ABC

Firstly, this ABC is not by any means a list of all the toys that would be suitable for a handicapped child, nor even for a Playgroup. It is a list of toys suitable for a Toy Library for handicapped children and therefore subject to the "Cautions" set out below. For example, it excludes all soft toys, because they are too personal for sharing.

Secondly, the ABC does not claim to be comprehensive even about what would be the best toys for a Library. This is because children never respond in the same way to a toy, least of all handicapped children. Consequently, experts find it harder to agree about what constitutes a "good" toy that what is a "bad" toy. Added to this, the position about what is available is always changing. Manufacturers come and go, copy and improve on each other's ideas. Research into the needs of handicapped children is increasing. Exhibitions and Toy Fairs are held, guides to parents are produced by National Organisations, and Toy Libraries themselves are commissioning designs of their own. So our ABC is no more than a list of suggestions, which we plan to revise frequently. To keep it right up to date and lively, we would like you too to look out for and report back on new ideas for us to circulate.

Because handicapped children have uneven development, due to their minor as much as to their major handicaps the ABC is not set out chronologically. Moreover, many of the toys have more than one function. The Abacus, the Shoe Lacing Toy, Sticklebrix and Etchosketch are examples of toys that are suitable for different ages and aptitudes. We have selected as many of these "versatile" toys as possible. Do not press all the uses on a child at once, but, instead, borrow the toys again after an interval. The children love to welcome back familiar playthings, and re-borrowing is good for the child who gets easily bored, and for parents who want to test the timing of a toy they are thinking of buying themselves.

A word about Play. The greatest need of our children is that their play should be shared and enjoyed with family and friends. Toy Libraries exist to encourage this, and not to provide toys as sops for solitary play; and, if the child does not enjoy the toys he is not ready for them. Nothing will be gained by forcing them on children, and their willingness to try might be forfeited for ever. Remember always that CHILDREN LEARN BEST WHEN PLAY IS FUN!

CAUTIONS TO BUYERS ABOUT CHOOSING TOYS FOR LIBRARIES

they must not be fragile; very rarely plastic, which breaks and connects badly; and not cardboard, because it gest chewed.

they should not have too many little pieces which could get lost or stuck down noese and throats.

they should not be heavy or sharp edged in case they get hurled around, and because some children get discouraged by the weight of heavy toys.

they should not be of sentimal value (like a soft toy) because it will disturb a child to part with them.

they should not include expendable material (like finger paints or sugar paper). However, bulk purchases of these things could be organised for members and sold, separately at meetings.

they should not be second hand or broken; parents don't borrow these toys and even if they did, the children would not be interested. If you get given toys like this, it is best to have a Bring and Buy and buy one really good toy with the proceeds.

they should not be worth less than 10/- unless the toy is particularly hard to come by and so new to parents. Cheap toys do not get borrowed and you would do better instead to aim for things parents cannot afford themselves. Quantity is less important than quality.

they should not be a five minute wonder, but have a continuous appeal. (e.g. A Music box or a Jack in the Box with handle to turn would be better than one which works by just lifting the lid).

they should if possible be versatile, i.e. have more than one use or have appeal for more than one age.

they should not be large or cumbersome for taking home, and fit easily into a car.

they should be washable - there is no need for excessive caution over hygiene these days (book libraries worry less about it than in the past). But, if you cannot wash a toy it will soon look tatty.

SUPPLIERS

Our list of suppliers is not an exhaustive one, but intended to help you to make a start in looking for the right kind of material. Local shops will probably carry much of what we recommend, and if not might be willing to do you a special order. They may have excellent alternatives too, especially if they stock foreign toys. And the advantages of buying locally rather than from a catalogue are that you can see before deciding, save on postage, and perhaps get a good discount because it is for local children. But we still strongly recommend that you study the catalogues of those suppliers we list first.

* * * * * * * *

NOAH'S ARK TOY LIBRARIES

There's more to a Noah's Ark Toy Lobrary than just toys and organisers are badly needed to start more libraries for their neighbourhood. We are always glad to offer help and advice. If you want to find out more about us, write for our leaflets on "How to Start a Toy Library" and "Choosing Toys and Activities for Handicapped Children", (enclosing foolscap s.a.e.) to Noah's Ark Toy Libraries, 21 Gentleman's Row, Enfield, Middlesex.

Carol Handgrove

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NATIONAL SOCIETY FOR MENTALLY HANDICAPPED CHILDREN
86 Newman Street London W1P 4AR 01-636 2861

TOYS FOR TOY LIBRARIES An exhibition of toys and play material for all handicapped children.

CATALOGUE

The National Society for Mentally Handicapped Children welcomes this opportunity to mount TOYS FOR TOY LIBRARIES for the Toy Libraries Association. NSMHC has long recognised the vital importance of early stimulation for the mentally handicapped child and Toy Libraries offer a way of extending opportunities to more children.

The toys are listed in this catalogue under headings indicating the part they play in development although a good toy has many uses and the majority could be listed under several headings.

We have tried to cover as comprehensive a field as possible but, of course, this cannot be a complete list. We hope it will fulfil many needs and stimulate ideas for the needs still to be met.

* Toys not available for exhibition at time of catalogue going to press.

† Toys available through NSMHC.

INTRODUCTIONS

It is important to remember that a toy or equipment often has a specific as well as a general purpose.

A toy may be designed initially to help the child to be more mobile or more sensitive to sounds, but it may at the same time develop his sense of shapes, distances, textures, or encourage him to explore and create or stimulate his social play.

Before you choose a toy consider not merely its special purpose but also the child who is to use it. Every good toy has its special educational value, but do not forget that toys are for fun and enjoyment, as well as to enrich his allround environment. Toys are for exploring and discovery as well as for comfort and the practice of the familiar. Toys are for relaxing as well as for stimulating.

Remember too that toys are tools and not substitutes for a loving relationship.

MRS. LENA BAUM
Tutor in Child Development
Education and Training Department

Play is an instinctive self-exercise of our faculties—a deep down drive to develop our wits and bodies to their potential. Adults in solitary confinement and children deprived of social contacts demonstrate how human beings can deteriorate and withdraw from lack of opportunity to exercise and express themselves. And in the same way a physically or mentally handicapped child's growth is in danger of being stunted by his reduced ability for spontaneous exploration and experiment which prevents his using even the faculties he does possess—and so produces in him a secondary handicap.

The earliest years are the most formative in any child's life but for these reasons the handicapped child especially needs to be introduced to satisfying, stimulating and happy experiences from a very early age, to help him break out of his otherwise dangerously limited world. The right play material can do a lot by teaching him skills and by encouraging self expression and by opening up opportunities for him to be involved closely with other people, feeling the security of sharing and belonging.

Frustration and lack of confidence may still inhibit his play, however, the other role of play is then not to stimulate or socialise, but to give him outlets for his emotions (games and activity equipment allow him to do this in socially acceptable ways) ; to work through disappointments in comforting, self-healing play; and to build up his confidence with any toys and creative material, however simple, which can give him a sense of achievement.

The best playthings are the ones which are most versatile—then a child can use them in any of these ways he most needs. It is with these considerations in mind that the idea of Toy Libraries for handicapped children has been developed.

MRS. JILL NORRIS

Secretary of the Toy Libraries Association

A good toy is fun—if it is not enjoyed it is a failure. An expensive tricycle or a conker, a dolls house or the box it came in—anything a child plays with becomes his toy.

'The nature of a toy seems to be a compound of pleasure, imitation and fantasy' (Antonia Fraser History of Toys). It is also extremely complex and can be 'all things to all children'. A toy can stimulate or soothe can be used to play out emotional problems or aggressions, to imitate real life (model cars etc.), to create (paints and clay), to build (constructional toys), to experiment (sand and water); it can have an imaginative or sensuous appeal. Play seems to be as necessary to a child's development as food, the basic skills of life (seeing, hearing, walking, thinking) are all learnt in the first five years when children do little else but play.

Any child frustrated by disability needs the pleasure and stimulus of play, even more than other more fortunate children.

Toy Libraries offer wonderful opportunities to parents and professionals to offer varied toys and play equipment to these children, for however handicapped a child may be, he is an individual with very personal likes and dislikes and it is often difficult and expensive trying to find the right toy.

Handicapped children rely on us to offer them good toys and play. Toy Libraries go a long way to helping us do this.

AUDREY STEPHENSON
M.S.I.A. Toy Designer
Advisor on toys to NSMHC

ACTIVITY

ACTIVITY

1. BEING MOBILE AS EARLY AS POSSIBLE ENCOURAGES EXPLORATION, INDEPENDENCE AND SELF-CONFIDENCE. (THIS APPLIES TO NON-WALKING CHILDREN TOO.)

†Big Buffer Rollabout	from Good-wood Playthings Ltd.
Cell Barnes Walker	from Cell Barnes.
Hideout with Slide	from Abbatt Toys.
†Minibug (large hand operated vehicle)	from Byrdair.
*Peg Loading Truck	from Crowdy's Wood Products.
*Shasbah Trolley	from The Spastics Society.
Trundle Toys	from Galt Toys.

ACTIVITY

2. HELP IN ACHIEVING BALANCE AND CO-ORDINATION AND IN JUDGING DISTANCES AND HEIGHTS WILL IMPROVE MENTAL AS WELL AS PHYSICAL ALERTNESS.

Apex Climber	from Good-wood Playthings Ltd.
Ball Barrow	from Mothercare.
Giant Lion Raleigh Trike	from Raleigh Industries Ltd.
*Large Trampoline	from E.S.A. Ltd.
Nursery Trampoline	from E. J. Arnold.

ACTIVITY

3. GROUP PLAY PROVIDES OPPORTUNITIES FOR COMMUNICATION, SPEECH AND SOCIALISATION.

*Climbing Frame	from John Adams Toys.
Mothercare Tower	from Mothercare.
†Play Barrel (red plastic 3 ft. high)	from Harcotsar Ltd.
Seesaw (Variplay Triangle)	from E.S.A. Ltd.
Tunnel (8 ft. long by 2 ft. high)	from Galt Toys.

4. SOME ACTIVITIES FOR AGGRESSIVE, TENSE AND FRUSTRATED CHILDREN.

Ball and Net	from Galt Toys.
Funboat (Rocker)	from Abbatt Toys.
†Hammock	from Abbatt Toys.
Punchball	from D. Dekker Ltd.
Spacehopper	from Mettoy Playcraft Ltd.

BABY AND SENSE STIMULATING PLAY

BABY AND SENSE STIMULATING PLAY

1. BRIGHTLY COLOURED, MOVING TOYS HELP A BABY TO FOCUS. (IF HE IS PROPPED UP HE WILL REGISTER FAR MORE THAN WHEN LYING FLAT.)

Busy Birdie	from Hamleys.
Cradle Play	from Kiddicraft.
Dumbel Rattles	from Kiddicraft.
*Giant Beads	from Abbatt Toys.
†Posting Cage	from Escor Toys Ltd.
Pram Beads	from Kiddicraft.
†Roller Ball	from John Adams Toys.
†Roundabout	from Escor Toys Ltd.

BABY AND SENSE STIMULATING PLAY

2. MUSIC AND SOUND TOYS ENCOURAGE RESPONSIVENESS AND MOVEMENT.

*Activity Board	from Mettoy Playcraft Ltd.
†Baby Grip Play Ball	from Combex Creative Childs Play.
Clatterpillar	from Mothercare.
†Kooga Round Music Box	from John Adams Toys Ltd.
†Kooga Oval Music Box	from John Adams Toys Ltd.

3. THE NEED FOR TOYS TO EXPLORE, SUCK AND FEEL WILL BE PROLONGED.

†Ding Dong Rattles	from John Adams Toys Ltd.
†Fingermajig	from Trendon Toys.
†Gyrosphere Ball	from Trendon Toys.
†Jumbo Plane.	from Escor Toys Ltd.
†Dumbell Toy	from John Adams Toys Ltd.
*Shape-O-Ball	from Tupperware.

BABY AND SENSE STIMULATING PLAY

4. FLOOR PLAY ENCOURAGES CRAWLING AND OTHER METHODS OF GETTING AROUND.

Acrobats	from Galt Toys.
Come-Back Roller	from Mothercare.
*Musical Pushalong	from Abbatt Toys.
Pop Up Toy (Men)	from Galt Toys.
†Toddlibells (Musical pushalong)	from Escor Toys Ltd.

5. LIGHT AND INTRIGUING TOYS ARE BETTER THAN HEAVY AND FATIGUING ONES.

Butterfly Ball	from Merit Toys.
Musical Roly-Poly	from Mothercare.
Nerf Spongy Ball	from Palitoy Ltd.
Play Shapes	from Galt Toys.
Rainbow Fish	from Mothercare.

CO-ORDINATION

CO-ORDINATION

1. A CHILD'S FIRST NEED IS FOR GRAB, GROPE AND ALL-FINGER-CLUTCH TOYS.

†Animal Silhouettes	from Tiger Toys.
†Geometric Shapes	from Tiger Toys.
Jigsaw Village	from Kiddicraft.
†Large Jigsaws (Autumn, Forest and Playtime)	from E.S.A. Ltd.
†New Baby Jigsaws (Train, Ship and Pond)	from E. S. A. Ltd.
†Playplax	from Trendon Toys.
†Six Peg Block	from Abbatt Toys.

CO-ORDINATION

2. MUCH PRACTICE IS NECESSARY TO TEACH FINE EYE-HAND CO-ORDINATION, BUT AVOID FORCING IT ON A CHILD WHO IS NOT READY TO ENJOY THIS.

*Caroline Ford Jigsaws	from John Adams Toys Ltd.
First Train	from Abbatt Toys.
†Magnetic Fishing Trawler	from E.S.A. Ltd.
Morgenstern Threaders	from Abbatt Toys.
†Neda Hammer Pegs	from John Adams Toys Ltd.
*New Posting Box	from E.S.A. Ltd.
Pop Up Cones	from Triang Pedigree Toys.
Schowanek Stacking Toy	from E.S.A. Ltd.
Sturdy 1-5 Peg Board	from Philip & Tacey Ltd.

CO-ORDINATION

3. 'REWARD TOYS' AND HAND-WOUND TOYS AID CONCENTRATION.

†Hammer Ball	from Nicol Toys.
†Plop Shot Pistol	from Denys Fisher Toys Ltd.
*Postbox with Drawer	from Mettoy Playcraft Ltd.
†Shoe Lacing Toy	from Galt Toys.
†Small Screw Toys	from Escor Toys Ltd.
†Tunnel Blocks	from John Adams Toys Ltd.

CO-ORDINATION

4. THE USE OF BOTH HANDS, AND HAND MOVEMENT GENERALLY SHOULD BE ENCOURAGED.

Buildofun Set	from Tupperware.
†Constructional Chara	from Escor Toys Ltd.
†Constructional Jet Plane	from Escor Toys Ltd.
Giant Engineer Construction Kit	from E.S.A. Ltd.
†Nesting Dolls	from Abbatt Toys.
Twist & Turn Game	from Kiddicraft.
Zoo it Yourself (Constructional animals)	from Tupperware.

CO-ORDINATION

5. LARGE AND STABLE TYPE TOYS MINIMISE FRUSTRATION. (CLUMSINESS DOES NOT ALWAYS MEAN POOR INTELLIGENCE.)

Hollow Blocks	from E. J. Arnold.
†Pocket Threader (Kooga)	from John Adams Toys Ltd.
†Round Threader (Kooga)	from John Adams Toys Ltd.
†Straight Threader (Kooga)	from John Adams Toys Ltd.
†Threading Board	from John Adams Toys Ltd.
Village Buildings	from Playgear.

CO-ORDINATION

6. SELF-CORRECTING AND SELF-CONTAINED TOYS GIVE A SENSE OF SECURITY (THESE ARE ESPECIALLY GOOD FOR A SICK OR PARTIALLY SIGHTED CHILD.)

Brio Ball Jungle	from Playgear.
Bilo Maze	from Hamleys.
Labyrinth Beginner's Set	from Tonka Toys.
*Twirling Tower	from Abbatt Toys.

DISCRIMINATION

DISCRIMINATION

1. A CHILD FIRST LEARNS TO DIFFERENTIATE BY HANDLING AS WELL AS SEEING THREE-DIMENSIONAL OBJECTS.

Graded Cylinders	from E. J. Arnold.
†Noughts and Crosses	from Susan Wynter Toys.
†Rainbow Blocks	from John Adams Toys.
Richard 100 Cylinder Board	from E.S.A. Ltd.

DISCRIMINATION

2. COLOUR MATCHING AND TWO DIMENSIONAL GRADING ARE MORE DIFFICULT BECAUSE THEY DEPEND ENTIRELY ON VISUAL SKILLS. CHOOSE CLEAR PICTURES AND PLAIN BACKGROUNDS WITHOUT ANY UNNECESSARY DETAIL.

Colour Matching Dominoes	from Galt Toys.
Colour Snap	from E.S.A. Ltd.
†*Decreasing Simplex Insets	from E.S.A. Ltd.
Find It Lotto	from Galt Toys.
Geometric Shapes	from Galt Toys.
†Giant Picture Dominoes	from Abbatt Toys.
Telegraph Board & Letters	from E. J. Arnold.
*Match It (Game)	from Lighthouse Toys.
†Noughts & Crosses (Wooden pegs to fit in a board)	from E.S.A. Ltd.
Shape Dominoes	from E.S.A. Ltd.

DISCRIMINATION

3. SOME MUSICAL TOYS WHICH WILL ENCOURAGE A CHILD TO LISTEN. (CHIME BARS SHOULD BE USED IN TWOS AND THREES AT FIRST.)

Chime Bars	from the London Music Shop.
Maracas	from the London Music Shop.
Tamborine	from the London Music Shop.
Xylophone	from the London Music Shop.

DISCRIMINATION

4. PLAY MATERIAL TO DEVELOP BODY AWARENESS. (CHILDREN WITH PERCEPTUAL PROBLEMS HAVE AN EXTENDED NEED OF THIS.)

Mothercare Mirror	from Mothercare.
*Pair of Baby Mirrors	from E.S.A. Ltd.

EXPRESSION AND SPEECH

EXPRESSION AND SPEECH

1. BECAUSE UNDERSTANDING MUST COME BEFORE SPEECH, CHILDREN NEED TO BUILD UP A VAST STORE OF LANGUAGE BEFORE THEY BEGIN TO TALK. (ILLUSTRATIONS OF BOOKS, PUZZLES, ETC. SHOULD ALWAYS BE OF MEANINGFUL, EVERDAY SUBJECTS.)

*Cellograph Display Board (Chamelian Street)	from Philip & Tacey Ltd.
†Etchosketch	from Denys Fisher
Name Plaques	from E. J. Arnold'
People Who Work for Us (A game in four designs)	from Galt Toys.
Which Room (Game)	from E.S.A. Ltd.

EXPRESSION AND SPEECH

2. MAKE BELIEVE PLAY WILL ENCOURAGE COMMUNICATION (BY GESTURE AS WELL AS BY SPEECH). IT ALSO PROVIDES A MUCH NEEDED OUTLET FOR CHILDREN WITH NO LANGUAGE.

†Anne Wilkinson Mini Dolls	from John Adams Toys Ltd.
Family Doctors Kit	from Merit Toys.
†Roadside Garage (Large Wooden Construction)	from John Adams Toys Ltd.
†Rocking Cradle	from John Adams Toys Ltd.
Sigga Dolls House	from E.S.A. Ltd.
†Telefun	from E.S.A. Ltd.
Uniforms (Commando, Roman Soldier and Dixon of Dock Green)	from Merit Toys.

EXPRESSION AND SPEECH

3. SEVERELY MENTALLY HANDICAPPED CHILDREN CAN ONLY ACHIEVE LIMITED CREATIVE PLAY. EVEN THIS, HOWEVER, CAN ENCOURAGE THEM TO TALK AND GIVE THEM A SENSE OF ACHIEVEMENT.

†Connector with Base (Wooden Construction kits)	from Abbatt Toys.
*Rubber Stamps (Alphabet, Pictures and Sound)	from Philip & Tacey Ltd.
†Sticklebrix Minikits	from Denys Fisher Toys Ltd.

4. GAMES AND TOYS HELP REINFORCE NEWLY LEARNED VOCABULARY, E.G. RECONSTRUCTING OUTDOOR EXPERIENCES THROUGH FARM AND TRANSPORT LAYOUTS AT HOME.

Bath Harbour & Boats	from Kiddicraft.
†*Farm	from John Adams Toys Ltd.
Junior Micki Airport	from Abbatt Toys.
†Mighty Tonka Dump Truck, Bulldozer, Wrecker, Loader, Crane	from Tonka Toys.

FIGURES, SPACE & MEASUREMENT

FIGURES, SPACE & MEASUREMENT

1. HANDLING, POURING, MEASURING AND POSITIONING ARE ESSENTIAL EXPERIENCES IN PREPARING A CHILD TO UNDERSTAND THE REAL MEANING OF NUMBER AND QUANTITY.

Desk Top Logiblocks	from E.S.A. Ltd.
*Empiric Scales	from Philip & Tacey Ltd.
†Offcuts	from Abbatt Toys.
*Stern Blocks	from E.S.A. Ltd.

2. SCORING GAMES MAKE COUNTING MEANINGFUL—*AND* PROVIDE GOOD OPPORTUNITIES FOR SOCIAL PLAY.

†Giant Dominoes	from Tiger Toys.
Ladder Race Game	from E.S.A. Ltd.
†Number Dominoes	from Abbatt Toys.
Number Me (Game)	from Galt Toys.
*Set of Unifix (Number indicator)	from Philip & Tacey Ltd.

3. UNDERSTANDING SPATIAL RELATIONS IS OFTEN DIFFICULT AND PLAY INVOLVING 'IN', 'UNDER', 'NEXT TO', ETC. CAN BE HELPFUL.

Dolls House	from Micki Leksaker
†Dolls House with Furniture	from John Adams Toys Ltd.

GAME AND FASCINATION TOYS

GAME AND FASCINATION TOYS

1. ANY TOY THAT IS FUN AND NOT A ONE-MINUTE WONDER IS SOMETHING THAT CAN BE SHARED WITH OTHER PEOPLE.
   HANDICAPPED CHILDREN ESPECIALLY NEED THE INVOLVEMENT WITH FAMILY AND FRIENDS THAT THIS PROVIDES.

*Amoeba (Game)	from E.S.A. Ltd.
†Brio Rolling Moon	from Tonka Toys.
Its Fine Outdoors (Game)	from E. J. Arnold.
Merry Milkman Game	from E. J. Arnold.
Nine Mens Morris (Game)	from E.S.A. Ltd.
†Octoscope (Teleidascope)	from Ray Bradley
Play Where It's Safe (Game)	from E.S.A. Ltd.
Table Size Football Game	from Super Jouet
Tangled Angles	from E.S.A. Ltd.
†Tomte Cars	from Kiddicraft.

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ABC

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'PlayMobile' for Blind Infants

Anne Sokolow Cathy Urwin

Introduction

In designing play materials for visually handicapped children, it is important first to understand the limitations imposed by blindness. Every facet of the child's maturation—his ability to conceptualize, to communicate, to socialize and to mobilize—is affected by the disability.

A blind child's information about the world is severely fragmented and subjectively biased because of his dependence on interpreting mainly what he can touch or hear. He is further restricted from understanding what is going on around him by not being able to read or imitate non-verbal communication and by the responses that may be evoked by his subsequent inappropriate behaviour and mannerisms. Moreover, his inability to move about freely and to orient himself in space has a crippling effect on his exploratory activities. Thus it is imperative that a blind child develop his physical and mental abilities to the full, as he must withstand extreme and abnormal pressures merely in coping with everyday life.

With these problems in mind, it is clear that steps must be taken during the crucial formative period of development—the first 18 months of life—to foster growth in all possible areas.

The responsibility for this task falls largely upon the mother, who must realize that her child's world is made up of fleeting sensations: people, objects and sounds that appear and disappear at random. It is she who must make her child's world concrete, continuous, understandable and accessible, for he will not take the initiative to explore his environment until he understands that there are things out there waiting to be discovered. He must learn that sounds belong to objects and offer cues to their location. It takes a blind infant twice as long as a normal, sighted baby to begin reaching out and it is not until and unless he does reach, enticed by a familiar sound, that he will begin to creep or crawl.

Belated exploration of objects therefore delays both his understanding about properties and structures of his environment and the impetus to move and to investigate during his most plastic period.

Design and Function

The 'PlayMobile' was designed to help develop the blind infant's cognitive and motor skills. By offering an immediate, exciting, multi-sensory response to the infant's slightest provocation (*e.g.* random contact), it encourages the infant to initiate further activities. It grows with the child, so he can investigate it in his own style, at his own speed. In the process, repeated manipulation and experimentation help develop his manual dexterity and co-ordination and gradually teach him

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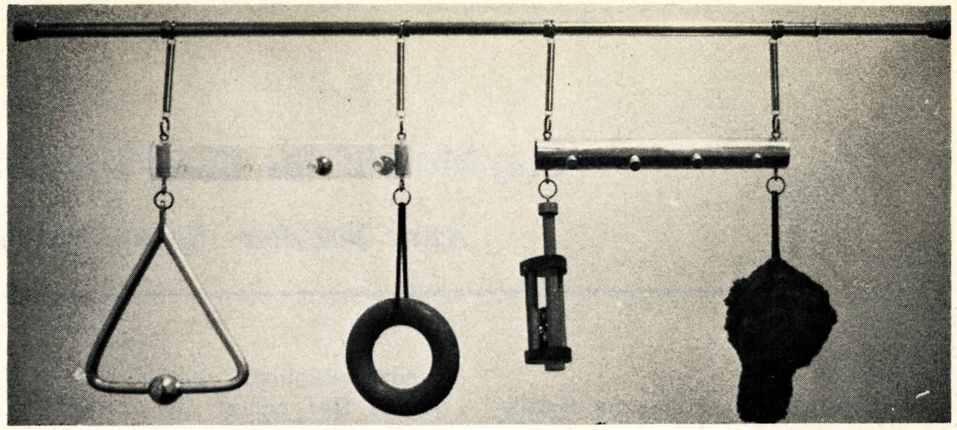

Fig. 1

three basic concepts: (1) object differentiation—that objects, sounds and movements have different properties; (2) causality—that objects do not just offer momentary (*e.g.* tactile) sensations, but that they can be manipulated and exploited; and (3) object permanence—that objects continue to exist in space even when they are not perceived.

The 'PlayMobile' consists of two hollow, ridged tubes (one clear plastic, one metal) attached to an expandable metal rod by two springs each (Fig. 1). Four different toys (an aluminium triangle, a blue rubber ring, a wooden cage-rattle, and a red corduroy bean-bag*) hang from the ends of the tubes by key-ring attachments, making them detachable, interchangeable and washable. The toys can be pulled and banged, and they will always bounce back to a constant position.

There were four reasons for choosing an expandable, spring-set metal rod as a support for the 'PlayMobile'. It provides a rigid support for the movement of the springs, *i.e.* it does not interfere with or become confused with their movement by adding additional swinging movements. It is easy to adjust in width (from about 28″ to 34″) and will therefore fit a number of different places—*e.g.* cot, play-pen or doorway. It can be used as a support bar when the infant is learning to pull himself to stand, and in fact can encourage standing by the enticements of greater access to and new perspectives of the toys. Lastly, it offers a clean, unconfusing and aesthetically pleasing line both to sight and to touch.

To add another dimension, both tubes contain two balls trapped inside them. When the tubes are tilted, as a result of the toys beneath being pulled, the balls inside will bump down the ridged pathway, producing a noisy 'tick-tick-tick' sound which varies according to the material of the tube. When the toys at either end of one tube are pulled alternately, the balls will bump back and forth as the tube slopes.

These sophisticated manoeuvres can only be discovered after extensive manipulation and experimentation with the four dangling toys (Fig. 2). Each toy contrasts with the others in colour, shape, material, resiliency, temperature, sound and movement, so that the 'PlayMobile' provides a stimulating environment which the infant himself can control.

*Colours and shiny aluminium are used for the benefit of partially-sighted infants.

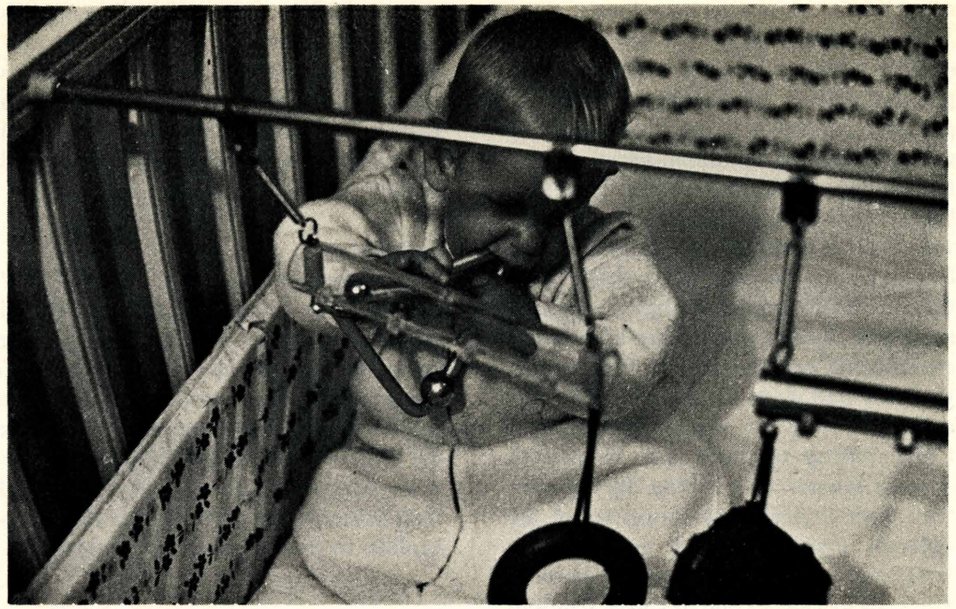

Fig. 2

Observations in Use

To determine the effectiveness of the design, obviously it was necessary to test the 'PlayMobile'. In the first study, six blind infants from six to 19 months of age were observed playing with the 'PlayMobile'.

The most interesting finding was the correspondence of play activities with the developmental stage of the infant. For instance, after considerable mouthing, an advanced 11-month-old anophthalmic boy explored and manipulated the tubes with great concentration. He then brought the plastic tube to his forehead and rotated it while alternately shaking the cage-rattle (attached to the metal tube) with the other hand, carefully comparing the different sounds produced. He also investigated the pynamics of the spring mechanism with his mouth, head, and all four limbs.

In contrast, an immature 15-month-old girl merely mouthed continuously the first toy she contacted. When a second toy was introduced, she switched loyalties. She did not try to manipulate any part of the toy.

The fascinating variety of approaches and responses to the 'PlayMobile' confirmed the importance of its adaptability both to different stages of cognitive and motor development and to different styles of behaviour.

After the first observations had demonstrated the success of the 'PlayMobile' for a short period, a second study was undertaken to determine its effectiveness over a longer period.

The 'PlayMobile' was left in the homes of two blind infants for seven months each. Chris, 7½ months old and with some vision in one eye, came from a middle-class family and, having been exposed to many toys, could reach on sound cue though he could not sit unsupported. Jerry, nine months old and totally blind, came from a working-class family who stressed rough and rhythmic body play. His mobility was up to sighted standards, but he could

not reach for objects on sound cue.

Though the abilities and environments of these infants contrasted strikingly, their gradual shifts in play strategies was surprisingly parallel. At first, their activities were confined to mouthing upon contact the most accessible, central toys. Their first break from this pattern, after one month, was to shake and pull the two central toys (the inner toy on each tube), listening to the sounds produced, and then to continue mouthing. By 10½ months they both began reproducing sounds on the 'PlayMobile' that they had made accidentally. The outside toys took on a new interest, and Chris, having to reach out, learned to support himself while sitting. By one year they both explored the properties of the different toys, tubes and springs. They were aware of the 'PlayMobile's' parts in space, its mechanics and its causal relationships (*i.e.* the effects of their various actions) and they could control it at will.

This learning experience was generalized to the investigation of their wider environment as they became more mobile. Chris became more independent, using his limited vision more effectively, and persisting more with his play objects. Jerry's manipulation became less stereotyped, his interest in exploring objects increased, and his ability to reach on sound cue developed rapidly.

Conclusions

The original purpose of the 'PlayMobile' was to offer blind infants a variety of experiences, both to help them in their areas of delayed development and to encourage self-motivated exploration. Two studies demonstrated the effectiveness of the 'Play-Mobile' in fulfilling these objectives. Moreover, the infants generalized their learning experience with the 'Play-Mobile' to their broader environment.

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SUMMARY

The 'PlayMobile' has been designed to help develop cognitive and motor skills in blind infants. It consists of an expandable metal rod which fits varying widths of cot, play-pen or doorway. Two hollow, ridged tubes are attached to the rod by springs, and from these are suspended four interchangeable objects which vary in shape and texture. The function of the 'PlayMobile' is to provide a stimulating environment for the infant and to encourage him to explore and to learn from the different properties and structures in his environment.

RÉSUMÉ

'PlayMobile' pour nourrissons aveugles

Un dispositif—"le PlayMobile"—a été construit pour aider l'efficience cognitive et motrice de nourrissons aveugles. Il consiste en deux tubes creux et rayés (l'un de plastique, l'autre de métal) attachés à un bâton extensible de métal par deux ressorts. Un triangle d'aluminium, un anneau de caoutchouc, une crécelle en bois et un sac à haricots en velours pendent de l'extrémité des tubes et sont interchangeables. Le 'PlayMobile' s'adapte à un lit, à un parc, à un couloir, à un encadrement de porte ou peut être suspendu entre deux chaises. Le but est de procurer un environnement stimulant et, on l'espère, encourager le nourrisson aveugle à explorer pour faire l'apprentissage des différentes propriétés et structures de l'environnement.

ZUSAMMENFASSUNG

Playmobil für blinde Kleinkinder

Es wird eine Vorrichtung—das 'Playmobil'—beschrieben, die zur Förderung der Entwicklung kognitiver und motorischer Fähigkeiten bei blinden Kleinkindern entwickelt wurde. Sie besteht aus zwei hohlen, eingekerbten Röhren (eine aus durchsichtigem Plastik, die andere aus Metall), die durch zwei Federn an einem elastischen Metallseil befestigt sind. Am Ende der Röhren hängen eine Triangel aus Aluminium, ein Gummiring, eine Holzrassel und ein Bohnenbeutel aus Cord. Diese Gegenstände sind austauschbar. Das Playmobil paßt in ein Kinderbett, einen Laufstall, einen Flur oder in eine Tür oder es kann zwischen zwei Stühlen ausgespannt werden. Seine Funktion besteht darin, das blinde Kind zu stimulieren und zu ermutigen die verschiedenen Eigenschaften und Strukturen seiner Umgebung zu erforschen.

RESUMEN

Juguete móvil para niños ciegós

Se ha ideado un artificio-el 'PlayMobile'—para ayudar a desarrollar habilidades cognitivas y motrices en niños ciegos. Consiste en dos tubos huecos y con bordes (uno de plástico y otro de metal) fijados a un eje de metal expansible por medio de dos muelles. Al final de los tubos penden un triángulo de alumino, un anillo de goma, un sonajero de madera y un rosario de cuentas, los cuales son intercambiables. El 'PlayMobile' puede adaptarse a una cama, parque, pasadizo o dintel de una puerta, o puede ser suspendido entre dos sillas. Su función es proporcionar un entorno estimulante y, se espera, que estimule al niño ciego a explorar y aprender acerca de las diferentes propiedades y estructuras de su entorno.

A REPORT on the development
and
evaluation of the

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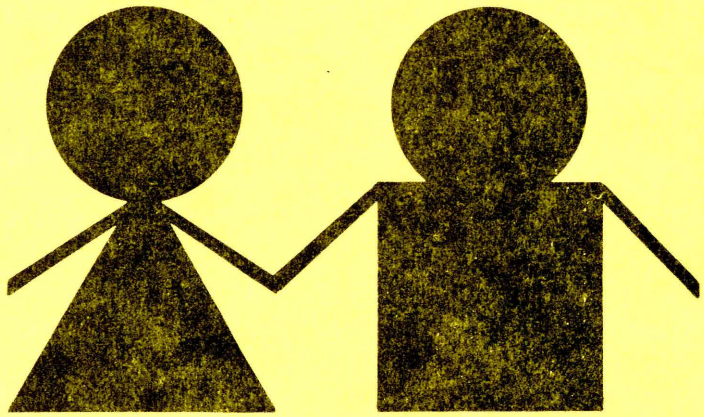

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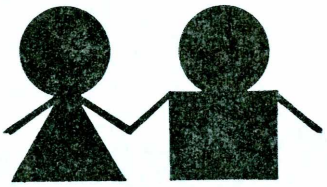

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TOY LIBRARY MATERIALS	Parent/Child Toy Library Course	Home Care Program	Preschool Program	Day Care Program
Set of 8 Basic Toys	*	1	2	2
Set of 8 Loaner Toys	2	(1)	(2)	2
Set of 8 Filmstrips/Cassettes	1	1	1	1
Librarian Manual	1			
Teacher Assistant Handbook		1	1	1
Parent Guide 1	*		*	(*)
Parent Guide 2	*	(*)	(*)	(*)

* Quantity required depends on number of persons participating.
Order one for leader plus one for each participant (minimum of 2).

Parentheses denote optional items.

INSERVICE TEACHER TRAINING MATERIALS		Head Start Program	Preschool Program	Day Care Program
Set of 8 Basic Toys		1	1	1
Set of 8 Loaner Toys		(1)	(1)	1
Set of 8 Filmstrips/Cassettes		1	1	1
Overview Filmstrip/Cassette		1	1	1
Teacher Training Notebook		*	*	*
Librarian Manual		(*)	(*)	(*)
Teacher Assistant Handbook		*	1	1
Parent Guide 1		(*)	(*)	(*)
Parent Guide 2		(*)	(*)	(*)
New Nursery School Textbook		*	*	*
Dr. Nimnicht's Speech (cassette)		(1)	(1)	(1)

* Quantity required depends on number of persons participating.
Order one for leader plus one for each participant (minimum of 2).

Parentheses denote optional items.

ORDER FORM

BILL TO: Purchase Order No. _____ SHIP TO:

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_____ ZIP CODE _____ _____ ZIP CODE _____

Official Signature _____ Position _____ Date _____

TOY LIBRARY MATERIALS

QUANTITY	CODE NUMBER	ITEM	UNIT PRICE	TOTAL
	L 4 140 02	Set of 8 Basic Toys	$62.00	
	L 4 140 03	Set of 8 Loaner Toys	50.00	
	L 4 170 01-8	Set of 8 Filmstrips/Cassettes	100.00	
	L 4 030 03	Librarian Manual	1.50	
	L 4 030 04	Teacher Assistant Handbook	1.50	
	L 4 030 01	Parent Guide 1	1.00	
	L 4 030 02	Parent Guide 2	1.00	

INSERVICE TEACHER TRAINING MATERIALS

QUANTITY	CODE NUMBER	ITEM	UNIT PRICE	TOTAL
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	L 4 140 03	Set of 8 Loaner Toys	50.00	
	L 4 170 01-8	Set of 8 Filmstrips/Cassettes	100.00	
	L 4 170 09	Overview Filmstrip/Cassette	12.50	
	L 4 030 05	Teacher Training Notebook	5.00	
	L 4 030 03	Librarian Manual	1.50	
	L 4 030 04	Teacher Assistant Handbook	1.50	
	L 4 030 01	Parent Guide 1	1.00	
	L 4 030 02	Parent Guide 2	1.00	
	L 4 031 00	New Nursery School textbook	12.95	
	L 4 170 10	Dr. Nimnicht's Speech (cassette)	6.00	

☐ Training in how to conduct a Parent/Child Toy Library is available from Laboratory trained consultants. For more information, check the box to the left.

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COMPONENTS AVAILABLE FOR REPLACEMENT PURPOSES ONLY

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L 4 090 01	Sound Cans	$ 5.90
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L 4 090 03	Color Lotto	5.20
L 4 090 04	Wooden Table Blocks	18.50
L 4 090 05	Number Puzzle	4.50
L 4 090 06	Flannel Board & Shapes	3.90
L 4 090 07	Bead-O-Graph	16.75
L 4 090 08	Stacking Squares	9.50

Loaner Set of Toys

L 4 090 09	Coordination Board	$ 2.50
L 4 090 10	Hundred Board	7.95
L 4 090 11	Alpha Boards	4.00
L 4 090 12	Property Blocks	8.95
L 4 090 13	Inset Shapes Board	1.50
L 4 090 14	Matrix Game	7.90
L 4 090 15	Pattern Box	10.00
L 4 090 16	Spinner Board	10.00

Filmstrips/Cassettes

L 4 170 01	Sound Cans	$12.50
L 4 170 02	Feely Bag & Shapes	12.50
L 4 170 03	Color Lotto	12.50
L 4 170 04	Wooden Table Blocks	12.50
L 4 170 05	Number Puzzle	12.50
L 4 170 06	Flannel Board & Shapes	12.50
L 4 170 07	Bead-O-Graph (Color Blocks)	12.50
L 4 170 08	Stacking Squares	12.50

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A REPORT ON

THE DEVELOPMENT AND EVALUATION

OF THE PARENT/CHILD TOY-LENDING LIBRARY PROGRAM

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A product of the Far West Laboratory

for Educational Research and Development

Berkeley, California

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A REPORT ON

THE DEVELOPMENT AND EVALUATION

OF THE PARENT/CHILD TOY-LENDING LIBRARY PROGRAM

THE PRODUCT AND OBJECTIVES

This report describes the evaluation of the Parent/Child Toy-Lending Library program. On the basis of this evaluation the Laboratory is releasing the program as a product of the Laboratory. In its current form it is designed to serve parents of three- and four-year-old children. It is being expanded to serve parents of older children and the Laboratory is in the process of making one twenty-minute film and six or seven five-minute films that will become parts of the product.

THE PRODUCT

The product is:

1. a course for parents of three- and four-year-old children who are interested in improving their understanding of how to help their children develop their intellectual ability;

2. an educational Toy Library for these parents; and

3. a training program for the teacher-librarians who will teach the course and operate the library.

During the course, the parents are asked to:

1. practice a specific behavior that is related to some concept of physical of intellectual growth of young children. (These behaviors are listed in Appendix A);

2. observe a demonstration of a toy or a game that helps the child to learn a skill or concept;

3. role play with other adults to learn how to use the toy or game;

4. take the game home and use it with their children;

5. discuss with the other parents some topic of interest related to the education of their children.

After the parents have completed the course, they are able to check out toys from the library for as long as desired. Each toy is accompanied by one or more "learning episodes" that describe how to play the game. A description of the eight toys used in the course and eight more that are

now in the library can be found in Appendix B.

The product consists of:

1. a set of eight basic toys used in the course and a second set of eight toys for the library, and forty-two learning episodes that go with the toys. The two sets of toys are described in Appendix B, and Appendix C contains a sample learning episode;

2. a handbook for parents for each set of toys. The handbooks, which include the learning episodes for the toys, are entitled "Parent Guide: How to Play Learning Games with a Preschool Child" and "Parent Guide: Learning Games to Play with a Preschool Child (Second Series)";

3. a "Librarian Manual for the Parent/Child Toy-Lending Library" which contains detailed instructions for conducting the course and operating the library;

4. a set of eight color filmstrips and cassette tapes which demonstrate 20 learning episodes using the eight basic toys;

5. a one-week training program for teacher-librarians conducted by Laboratory staff members or someone trained by the staff. (See outline in Appendix D.)

THE OBJECTIVES

The primary objective of the course and the Toy Library is to promote the intellectual development of children in a way that is likely to support the development of a healthy self-concept. We could not measure the effects of the course on a child's self-concept because:

1. We did not find available or really develop a satisfactory method of measuring the impact of the program on a child's self-concept.

2. We did not expect a measurable large change to take place in eight weeks or even a year.

3. We were not necessarily expecting a change in each child's self-concept because the problem with many children is to "maintain" rather than "develop" a healthy self-concept.

However, we reason as follows:

1. If parents feel that they are competent in helping their child learn what they believe is important, this feeling of competence will have a positive effect on the child's self-concept.

2. If the parents feel thay they can influence the decisions that affect the education of their child, this feeling of importance will have a positive effect on the child's self-concept.

3. If the parents feel that their child is capable and can be successful, this feeling will have a positive influence on the child's self-concept.

4. If a child increases his competency as a result of a pleasant interaction with his parents, this increase will have a positive influence on his self-concept.

Since these four statements are well grounded in a large body of previous research, the inference that the course will aid in the development of children with healthy self-concepts is sound if as a result of the course:

1. Parents feel more competent in helping their child learn what they believe to be important skills and concepts.

2. They feel that they can influence the decisions that affect the education of their child.

3. They have a better understanding of what their child is capable of learning and, therefore, a feeling that he can be successful.

4. The child increases his competency in specific areas as a result of the interaction with the parents.

Thus, these four statements became the several objectives of the course. The fourth statement is the only one related to the intellectual development of the child. If the child learns skills and concepts, and how to solve some problems, we regard this as part of his intellectual development. The course is designed to show parents how to use games and toys to help their children learn specific skills and concepts. We assume that the parents will continue the activity if they find it rewarding.

In order to obtain these objectives, it was necessary to identify certain facilitating objectives, namely:

1. The toys and games used in the course must focus upon a content that is obvious to the parents as worth learning. Furthermore, the toys and games must be interesting to the children.

2. The course itself must have "pulling power," that is, parents must be interested enough in the activity to start the course and complete it.

3. The course must be packaged in such a way that, with a limited amount of training, someone other than a member of the Laboratory's staff could conduct it and operate the library.

The evaluation section of this report deals with these objectives in the order that they occurred in the development of the program. Our first concern was to create a set of toys and games for the library; then we turned our attention to the design of an effective course to train parents to use the library material; next we focused upon the problem of utilization or the "pulling power" of the course and the Toy Library. After we had satisfied ourselves that the course and the Toy Library could achieve our objectives when conducted by a Laboratory staff member, we developed the materials and training procedures necessary to enable others with no previous involvement with the program to teach the course and operate the library.

WHAT WE CAN SAY ABOUT THIS PRODUCT

Strictly interpreted, any statement that goes beyond a careful summary of what has been reported is generalizing beyond available data because it has not been possible to approach a random sample of any clearly defined population of potential users that could be used to make generalizations about the effectiveness of the program. The Laboratory accepts the responsibility, however, of making reasonable statements of what the developers believe can be said about the product.

We can make the following statements with considerable confidence.

1. With one week of training and the materials that have been developed, at least 80% of the potential teacher-librarians will be able to teach the course and operate the library. The degree of success will depend upon the persons' experience and their ability to work with the parents who will be taking the course.

2. When the course is conducted as outlined by a teacher-librarian who has been successfully trained most (75% or more) of the parents who start the course will complete it.

3. The parents who complete the course will feel that:

   a. they have learned a new way to help their children learn some skills and concepts that the parents think are important;

   b. they have a better understanding of what their child is capable of learning and doing. In most instances, this belief will result in the parents feeling that their child is capable and can be successful.

4. The child will learn some useful skills and concepts and how to solve some problems involving these skills and concepts. The skills and concepts that are covered in the course are listed in Appendix D.

5. Providing that parents continue to help their children in the manner they have learned from the course, the course will have a positive effect on the child's intellectual development and self-concept.

BACKGROUND FOR DEVELOPMENT AND EVALUATION

The Parent/Child Toy-Lending Library was developed by one of the Far West Laboratory programs, Education Beginning at Age Three, to enable that program to meet its objective of eventually providing for some or all of the educational needs of at least 90 per cent of the children in any community. At the time the Toy Library project was undertaken in 1969, we anticipated that Head Start would continue to educate some children, that private nursery schools would be available for some children, and that day-care services would be expanded; but that these programs and facilities would not serve most three- and four-year-old children. The public schools do not have the financial resources, the teachers, or the space to offer a three-hour classroom program for these children, so we sought an alternative program with modest resource requirements. We evolved the Parent/Child Toy-Lending Library program in which we train parents to use a limited number of educational toys to teach specific skills, fundamental concepts, and problem-solving behaviors to their own children.

The Toy Library program conforms to the major objective of Education Beginning at Age Three; that is, the development of an educational program for children from ages three through nine that is more responsive to their needs than most current educational programs. Classroom organization and teaching procedures are responsive to the child when the learning environment satisfies the following conditions:

1. it permits the learner to explore freely;

2. it informs the learner immediately about the consequences of his actions;

3. it is self-pacing, with events occurring at a rate determined by the learner;

4. it permits the learner to make full use of his capacity for discovering relationships of various kinds;

5. its structure is such that the learner is likely to make a series of interconnected discoveries about the physical, cultural, or social world.

The activities within such an environment are autotelic; the activities are self-rewarding and do not depend upon punishments or rewards unrelated to the activity. But not all self-rewarding activities are autotelic. To be autotelic, an activity must also help the learner develop a skill, learn a concept or develop an attitude that is useful in some other activity.

Autotelic activities are intentionally designed to reduce the reward for success or the punishment for failure to tolerable limits for the learner and society, so that the learner can master some skill that is useful in life, but one which often cannot be learned through direct experience since the cost of failure is too great to tolerate.[1]

The program also responds to children by taking into account their cultural backgrounds and life styles. This means using culturally relevant materials whenever possible; encouraging the use of the child's language in school; and recognizing that the competencies children have developed may be different depending on their environment and background and that these differences should in no way label the children as being "deprived." Because we recognize the children's ethnic and social backgrounds, we believe that the parents are the persons responsible for the education of their children, and that they should be involved in the decisions that affect their children's education.

The long-range objective of this Responsive Program is to contribute to the education of young adults who can solve a variety of problems and who have the self-confidence to attempt new activities when there is a reasonable chance of success. This objective means that we must be concerned with the intellectual development of a child, and we must help him either to maintain a healthy self-concept or to develop one as it relates to school and learning. Applying these objectives to a program for young children means that we are concerned with helping the child learn specific skills, concepts, and problem-solving techniques; but the major concern to help a child learn how to learn rather than to teach some specific content. Since a major objective is to help a child maintain or develop a healthy self-concept, the way he learns and what he learns must be judged with a view to the possible effect that the process or content might have on the child's self-concept.[2]

---

[1]A more detailed description of the program is available in "The Overview of the Responsive Head Start and Follow Through Program," a Laboratory publication.

For a more detailed description of autotelic activities see Anderson, Alan Ross and Moore, Omar Khayam. "Autotelic Folk-Models." The Sociological Quarterly, #1, pp. 203-216, 1959.

[2]For a more complete discussion of the objectives see the Laboratory paper entitled, "The Objectives of the Responsive Head Start and Follow Through Program."

We decided to initiate the Toy Library program to fill the educational needs of the many three- and four-year-old children who are not participants in some other organized educational program. We planned to give the parents an eight-week course, held once a week for about two hours, on how to facilitate the educational development of their children.

The decision was based on the following line of reasoning. The project should reduce the problems of financing education, training teachers, and providing school space. We decided that one person--a teacher or an assistant teacher--could be trained to teach the course and to operate the library. This teacher-librarian could reach at least 120 parents a year by conducting two eight-week classes for 20 parents per class three times during the academic year. The initial capital outlay should not exceed $2,500 (it will actually be less than that), and the course could be taught in a classroom after school hours or in a general meeting room. The library could be housed in that room or in a closet of some sort. Therefore, during the first year, the cost of reaching 120 parents, including capital outlay, would be no more than the cost of operating a three-hour classroom program for fifteen to twenty children. After the first year, the cost would be a single salary plus a modest expense for maintenance and replacement. It now appears that the cost will not exceed $100 per parent under ordinary circumstances.

There is no evidence that all three- and four-year-old children need three or more hours of classroom experience every day; parents are obviously the most important teachers in a young child's life, and they use a variety of teaching techniques according to their own training, their lifestyle, and their culture. If we could design a course to help parents improve their teaching techniques or give them an alternative method, they could be more effective in helping their children develop their intellectual ability. In order for this experience to be successful, however, it should be pleasant for both the parent and the child, and both of them should be more competent as a result. The pleasant experience and the feeling of competence in both the parent and the child would have a positive effect on both the parent's and child's self-concept and would motivate them to continue the activity.

EVALUATION

The evaluation of the Parent/Child Toy-Lending Library project includes an evaluation of the toys and learning episodes used in the course, of the course itself, of the training program for teacher-librarians, and of the support material for the teacher-librarians.

EVALUATION OF THE TOYS

The toys and related episodes were developed as devices to help parents achieve some understanding of the principles of child development and to help them learn a pleasant way of interacting with their children. The toys and episodes were designed to help a child learn a cluster of important cognitive skills and concept. Other toys, however, could have been used to teach other skills or concepts; we are more concerned with the learning process itself than with the specific content.

For the toys and accompanying learning episodes to be useful, the following conditions had to be met:

1. The content must be clearly defined. The purpose of each learning episode or series of episodes must be so clearly stated that the parent can see what the child can do when he starts to play the game and what he has learned as a result of playing the game. The toys and episodes need to be related to each other for the same reason, so that the effect over time can be observed. The potential user should be able to read a learning episode or a series of episodes to see if they involve certain skills or concepts or problem-solving processes and if they are related to each other, and the user should be able to inspect the toy and the learning episodes and see that the child must demonstrate certain skills or understand certain concepts in order to play the game. This line of of reasoning is analogous to the concept of content validity in in test development.

2. The content should be relatively free of any cultural bias. Since such things as color, shape, size, relational concepts (i.e., over, under and between) and mathematical concepts do not seem to have a cultural bias, they were selected for the content of the learning episodes.

3. The learning episodes should clearly illustrate the processes of interacting with the child that are recommended in the course:

   a. the child should be allowed to explore the materials before a set is imposed on them;

   b. the child should be free to stop playing when he wants to;

c. the child should be able to change the rules of the game;

d. the child should be encouraged to discover the answer to a question rather than having it told to him;

e. the parent should be encouraged to use positive instead of negative corrections;

f. the parent should help the child by describing what he is doing;

g. the parent should respond to the child by letting him set the pace of the learning and by responding to the child's free explorations.

4. The toys and games should be interesting to the child.

Whether the learning episodes contained the recommended processes was easy to determine by inspection. We did not expect each episode to use every process. Since it is not our intent to release individual toys, we were concerned with the total effect of the toys and episodes; the evaluation of this effect is part of the evaluation of the course as a whole.

We did evaluate each toy for its interest to children. Obviously, if it is not interesting enough to engage a child's attention for a period of time or until he masters the skill or concept involved, it does not matter how good its other features are. Furthermore, the objectives focus on the parents' attitudes and feelings, and if the parents experience a number of failures because the game was not interesting to the child, we are not likely to obtain our objecitves.

For the purposes of evaluation, we decided that a toy is interesting to the child if he is willing to continue playing the game after five sessions of 10 to 20 minutes each, or if he remains interested until it is clear that he can play the game without error. Since the parents have the game at home for one week, either positive measure of interest would provide a successful experience for them. Our method of evaluation was to interview the parents at the beginning of each class session. We asked them how many times they had asked the child to play the game, how many times the child had played, if the child had lost interest in the toy and, if so, why. The toy and the accompanying episodes were considered satisfactory if 80% of the children were still interested in the activity at the end of the week or lost interest only because they had mastered the activity, and if the child played with the toy more than five times or had played with the toy at least once without being asked.

This procedure appears to have been satisfactory. A range of behavior was reported by the parents for the various toys. For example, 40% of the children in the field test lost interest in the shape puzzle before the week was over, and no child played the game more often than he was asked. But only 3% of the children lost interest in the Sound Cans; and on the average, children were asked to play five times during the week and actually played eight times. This range indicated that the parents were not telling us just what we wanted to hear.

We had one logical problem that we have corrected. The child could have played the game as often or more often than he was asked and still have refused to play on some occasion when the parent asked him to play Our question would not have revealed this. The problem, however, does not appear to be serious.

Two questions remain unanswered. We do not know whether the toys were interesting in themselves or interesting only as a means of getting the attention of the parent. As we just pointed out, there is some indication of a range of interest; accordingly, regardless of their relative interest as "things" or "means," certain toys were more successful than others and did meet our criteria. The other question that remains open was how much the parents reflected their own interest rather than the child's. For example, in some instances the parents reported that the child was not interested in a specific toy, but at the same time reported that the child had played twice as often as the parent had initiated the activity. This is an interesting research question that needs to be pursued, but the practical importance is to realize that the parents' interest in a game may determine how interested the child will be.

We tested the original toys at two preliminary sites, Berkeley and East Palo Alto, California, and at two field-test sites, Murray and Jordan school districts in Utah. The combination of the four sites provided a reasonably good cross-section of the parents and children we expected to serve. East Palo Alto parents were mostly black working-class; Berkeley parents were white middle-class; and the parents at Jordan and Murray were white and Mexican-American working-class.

The results are summarized in Table I. Lost in this summary is the information that the Berkeley parents asked their children to play more often than the East Palo Alto parents did. Between the preliminary and the field tests, some revisions were made in the learning episodes that accompany the toys. The final decision either to accept a toy and the accompanying learning episode, or to revise it or reject it for use in the course, was made after the field test. Three toys were retained and revised. The most questionable decision was to keep and revise the Feely Bag. We retained this game because it was the only one that demonstrated the importance of touch in the learning process.

Following the above procedure, the staff of the program will continue to check the level of interest of the toys and learning episodes; but we do not intend to release toys on an individual basis,

TABLE I

EVALUATION OF INTEREST IN NINE TOYS AND LEARNING EPISODES

	PRELIMINARY TEST				FIELD TEST				
	N	lost interest[1]	parent asked[2]	times played[3]	N	lost interest[1]	parent asked[2]	times played[3]	Discussion
SOUND CANS	26	15%	3	7	30	3%	5	8	accept
COLOR LOTTO	26	12%	3	5	29	10%	4	8	accept
FEELY BAG	25	32%	4	6	24	21%	4	4	revise
TABLE BLOCKS	27	19%	4	7	25	8%	4	8	accept
STACKING SQUARES	28	18%	4	6	27	22%	4	7	revise
NUMBER-ITE	11	9%	4	8	24	21%	4	8	revise
SIFO SHAPES	-	-	-		25	40%	5	5	reject
COLOR CUBES	7	29%	5	5	28	31%	4	5	reject
FLANNEL BOARD	7	14%	4	6	28	0%	5	8	accept

1. Lost interest means the child lost interest in playing the game before he could play without error or before the week ended.
2. Parents asked means the average number of times the parents approached the child to play the game.
3. Times played means the average number of times each child played the game.

so we will not continue to report on the testing of individual toys and games.

EVALUATION OF THE COURSE

The general objective of the course has remained the same throughout the development cycle: to help parents promote the intellectual development of children in a way that is likely to support the development of a healthy self-concept. The specific objectives used as criteria for assessing the success of the program have undergone some revision but are substantially the same. They are:

1. Parents will feel that they are more competent in helping their children learn some important skills and concepts.

2. Parents will feel that they can influence the decisions that affect the education of their children.

3. Parents will feel that the child is capable of learning and can be successful.

4. The child increases his competency as a result of the interaction with the parents.

The first three specific objectives deal with the feelings and understandings of parents. We could not devise any unobtrusive way to observe the interactions of the parents and the children before and after the course. Any intervention in the home was rejected, because such intervention would substantially alter normal interaction. Having the parent interact with the child in some observable situation outside the home was discarded as being too artificial. The remaining alternative was to use parents' self-reporting at the end of the course.

We were aware of the limitations of self-reporting and did anticipate the fact that people tend to tell an evaluator what he wants to hear. The weekly reports on the use of the toys, however, had produced a variety of responses (some of which were not what the evaluator wanted to hear). Even if the parents knew what we wanted to hear and told us, this indicated at least that they understood the objectives.

We used an open-ended questionnaire at the last meeting of the course. It invited both positive and negative comments about the course and the way it was taught by asking the following:

1. What did you learn from this experience that was useful?

2. What was the most interesting part of the experience?

3. What didn't you like about the experience?

4. How would you improve this program?

In answering questions 1 and 2 the parents could:

a. fail to respond which was considered a negative reaction to the course;

b. give a response they considered positive, but which was contrary to our objectives (for example, "I learned to ask my child a lot of questions" or "I learned it's good to make the child learn something every day") which was considered another negative response;

c. give a response that was not contrary to but was not directly related to the objective, which was considered a neutral response;

d. give a response that was related to the toys but was not directly related to the objective, which was considered a neutral response;

e. give a response that related to the toys rather than to themselves or the child. This response was also considered neutral, because it indicated that the parents attributed the good things to the toys rather than to themselves;

f. give a positive response that was related to the objectives of the course. Futhermore, if the responses were positive and related to the objectives, they could be either so general that we could not relate them to a specific objective or they could be judged to be related to one of the objectives.

Therefore, we judged responses in this category to be:

(1) too general to classify;

(2) indicative of a feeling that the parents could help their children learn something useful;

(3) indicative of a feeling that the parents could influence the decisions that affect the education of their children; or

(4) indicative of a feeling that the child was capable or could be successful.

We conducted the preliminary test of the course at East Palo Alto where a Laboratory staff member taught two eight-week courses. The field testing was conducted in the Murray and Jordan School Districts in Utah by a person trained by the Laboratory.

We analyzed all the responses of parents from East Palo Alto, Murray, and Jordan. The results are summarized in Table II. Every parent who attended the last session of each course answered the

questionaire. Everyone gave some responses to both question 1 and question 2. There were no responses that were contrary to the objectives of the course, so there were no negative responses. Most of the responses that were unrelated to the objectives of the course were comments on the way the course was conducted. For example, in response to the question on the most interesting part of the experience some parents wrote:

"Listening to everyone talk about her child."

"Being able to talk about different experiences."

"Discussions."

Although these were positive responses they were not directly related to the objectives and we had not anticipated this desirable effect. Between one-third and one-half of the parents made such comments. Six of the unrelated responses of East Palo Alto parents indicated vagueness about or lack of understanding of the purpose of the learning episodes. For example, parents said:

"Help child to be courteous."

"Help child to be unselfish."

"Helps child to be patient."

The comments we classified as related to the toys were statements that indicated the parents attributed the success of the program to the toys or focused on the toys rather than people. Such comments include:

"Toys do not have to be colorful."

"I should consider age when buying toys."

"The games were useful."

"Seeing my child respond to the toys and experiences."

When the comment mentioned toys as devices that were useful to the parents or children to help them to learn something, they were classified as relating to some specific objective:

"Toys are useful in teaching children how to play."

"Toys are good for teaching the right way."

"Toys are useful in teaching children to concentrate."

We had some difficulty in determining how to classify some of the positive responses that were related to the objectives, but this was

TABLE II

THE PARENTS' RESPONSES TO QUESTIONS ONE AND TWO
CLASSIFIED ACCORDING TO THE OBJECTIVES OF THE COURSE

	No. of parents	No. of responses	Unrelated	Focus on toys	Related to Objectives*								Total Related to objectives	
					1		2		3		4			
EAST PALO ALTO					No	%	No	%	No	%	No	%	No	%
Q1	23	43	9	7			17	40			10	22	27	63
Q2	23	40	7	2	12	28	13	32				16	31	78
JORDAN														
Q1	10	19					10	53			9	47	19	100
Q2	10	17	4	4			1	06			8	48	9	53
MURRAY														
Q1	13	20					18	90			2	10	20	100
Q2	13	26	4	2			7	27			11	42	18	69

*Related to Objectives:

(1) Too general to classify.
(2) Parents feel they could help the children learn.
(3) Parents feel they could influence decisions.
(4) Parents feel their child is capable or can be successful.

not a major problem. Examples of comments classified under different objectives are:

(1) Statements about what was most interesting in the course that were too general to relate to a specific objective:

"The fact that such a program exists."

"All of it."

"The films."

"Toys."

(2) Statements that indicated a feeling that the parents could help their children learn something useful:

"Learned to communicate with child better."

"Only takes a little extra time to influence a child's learning process."

"I learned an effective way of teaching."

"There are some specific things that I could do to help my children develop and prepare for school."

"It gives you a sense of accomplishment."

"How simple teaching is if you know how to go about it."

(3) Statements that indicated a feeling that the parents could influence the decisions that affect the education of their children:
(No comments were classified under this heading.)

(4) Statements that indicated a feeling that the child was capable or could be successful. These statements took two forms, a description of what the child could do or a description of what the child had learned:

"Kids are wiser than when I was a child."

"My child knows more than I give him credit for."

"A better appreciation of my children."

"That she did not understand a lot of things that I naturally assumed that she did."

"Learned that my child was an average child."

"He learned to tell one color from another."

"My child learned to listen to instruction."

"The fun reaction the children had in discovering things by themselves."

"Their gain in personal achievement."

Question 3 asked the parents what they didn't like about the course. The parent could:

a. not respond. (This was considered positive since they did respond to the first two questions);

b. make a positive response;

c. say nothing was wrong -- a positive response;

d. make a specific criticism;

e. be generally negative.

The information from this question is summarized in Table III.

TABLE III

SUMMARY OF PARENTS' RESPONSES TO QUESTION THREE:

"WHAT DIDN'T YOU LIKE ABOUT THIS EXPERIENCE?"

	East Palo Alto	Murray	Jordan	Total	%
a. No response.	6	1	2	9	20%
b. A positive response.	9	4	5	18	39%
c. Said nothing was wrong.	6	4	2	12	26%
d. Specific criticism.	2	2	1	5	11%
e. General criticism.	1	1	-	2	5%
TOTAL	24	12	10	46	101%

Even when we asked for a negative response, 39% of the parents came back with a positive response, 25% said nothing was wrong, and only 16% made some kind of a negative statement; and it is doubtful that some of these are negative. For example:

"Some of the classes were enough alike that time could have been saved by combining them. But in general, we had things given us each time that were beneficial and could be worked on with the children each week. Some of these ideas would be hard to grasp if given any faster."

"Bringing back the toys."

"Expressing what my child has learned and how he acted."

"Filling out the questionnaire. Although I also realize it is an essential part of the program; because I have truly enjoyed it and have appreciated the opportunity of participating."

Three comments indicated some of the toys were too simple and one parent said, "Wasn't tough enough for my child."

Question 4 asked the parents for suggestions to improve the course. Again, they often did not respond or said, "No comment." Some made positive statements such as, "Make it available to more parents." The suggestions were mainly directed toward improving the toys. Most of these statements indicated that the toys were too simple. We have responded to these statements by adding learning episodes that extend the upper range of the toys.

In response to questions 1 and 2, the parents made no statements that were contrary to our objectives. The four or five statemtnts that were classified as unrelated to our objectives indicated that a few of the parents were missing the point of the course. The balance of those statements were all positive statements saying that the parents enjoyed the course because of the exchange of information between parents or the way the course was conducted. This outcome was not anticipated, but it certainly is a worthwhile side effect.

In East Palo, 63% of the responses to question 1, "What did you learn from the experience that was useful?" were related to the objectives and in the other two districts, 100% of the responses were related. The parents at East Palo Alto had a more difficult time expressing themselves in writing which may account for some of the differences. The percentage of responses to the second question is not so high, but in every group, more than 50% of the responses mentioned something that was related to the objectives. The second question, "What was the most interesting part of this experience?" was not so sharply focused as the first question, so we could expect a different kind of response.

Table II illustrates the relationship of the responses to specific objectives. No one made a comment related to a feeling of having power to influence the decisions that affect the education of their children. We believe from the reports from the people who taught the courses that the total lack of comments may be misleading and some changes did take place that were not reported in the parents' comments. But we do not have any evidence that significant changes took place.

Therefore, we do not know that we accomplished the second objective which was: the parents feel that they can influence the decisions that affect the education of their children.

We can conclude from the responses to questions 1 and 2 that the course was successful in obtaining objectives 1 and 3:

1. The parents feel more competent in helping their children learn some important skills and concepts.

3. The parents have a better understanding of what their child is capable of learning and they feel the child can be successful.

This conclusion is certainly supported by the lack of any significant negative comments on question 3, "What didn't you like about this experience?" Only seven parents out of 43 had any negative comments and all of them were minor.

After completing the field test the Laboratory opened a demonstration center in Oakland to continue the testing and evaluation of toys in the course and provide a place where the Parent/Child Toy-Lending Library Program could be observed in operation. The center opened in October, 1970. In May, 1971, the staff conducted in-depth interviews with the first nine parents to take the course; consequently, the interviews were conducted two or three months after the parents had completed the course. The interview followed an interview schedule but did probe or ask leading questions when it seemed appropriate.

All the parents who were interviewed confirmed the conclusions we had drawn from the field test. Furthermore, the interviews indicated that the parents had an excellent grasp of the basic approach we had taken in the course and of the principles we had stressed. They also pointed out that the course had affected other children in the family. The older children had also played with the toys and games. The parents could cite specific examples of how they knew the children had learned something from the course and how the parents had been able to expand upon the written episodes or apply the ideas to other situations in the home.

THE ACHIEVEMENT OF THE CHILD

The fourth specific objective of the Parent/Child Course was that the child would, in fact, increase his competency as a result of the interaction with the parents. To evaluate the achievement of the children, we employed a fairly straightforward single group design with replication. First we pretested two groups of children at Murray and Jordan. After the parents of each group of children had participated in a separate Parent/Child Course, we posttested each group. We then compared the two sets of test

results to see if the children involved in the course had improved their scores on the items relevant to concepts taught by the toys they had played with.[4]

To measure change in the children's achievement, we used the Responsive Test. That test had been developed to measure the intellectual achievement of children in the model Head Start program being developed by the Laboratory. The test consists of the following subtests:

1. Color Matching
2. Color Naming
3. Color Identification
4. Shape Matching
5. Shape Naming
6. Shape Identification
7. Letter Recognition
8. Numerical Concepts
9. Relational Concepts
10. Sensory Concepts
11. Problem Solving
12. Verbal Communication
13. Verbal Comprehension

Separate scores are reported for each of the subtests. The test is individually administered and takes from thirty to forty minutes to complete. A more complete description of each subtest is in Appendix F.

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[4]A design of this type is often criticized, because it fails to control adequately changes brought about by factors other than those specifically related to the experience being evaluated. The child may have learned the skills in the same time without any particular help, or the change could be a result of learning from taking the test. We believe that our design adequately accounted for both possibilities. The test that was used included two subtests that were unrelated to any of the skills or concepts covered in the course. We reasoned that if the changes in scores were the results of learning unrelated to the course or because of learning from the test itself, then the subtests that were related to the course and the two that were not related would change in approximately the same way. If the changes in test scores could be attributed to the course, there should be significant differences on those subtests related to the skills covered in the course but not on those two that were not related.

We were also testing two groups of children in two different school districts; in effect we had a study and a replication of that study. Thus, if any differences were consistently found, our confidence in having found real differences would be greatly increased.

During the week before the courses began, 16 children in the Murray District and 15 in the Jordan District were pretested. Posttests were administered at the end of the course to as many of these children as possible (12 from Murray and seven from Jordan). All children were post-tested ten weeks after pretesting.[5]

The summary data are reported by subtests in Table IV for the Murray group and in Table V for the Jordan group. In both tables, the range, average score, and variance are reported for pre- and posttest data. In addition, the total number of possible points for the subtest, a correlation between the child's pretest and posttest score and at statistic reflecting the change with an indication of its significance, are also shown.[6]

Figures 1 and 2 were constructed to depict the data graphically. Figure 1 shows the range of scores for each subtest on pre- and post-course administrations to the Murray group. For each subtest, the broad lines indicate the middle 67% of the test scores, the upper and lower two scores having been removed.

Similarly, Figure 2 shows the test score distribution of the Jordan children. Here, the broad lines indicate for each subtest the limited range of five children, the highest and lowest scores having been removed.

As indicated in Table IV and shown in Figure 1, the Murray children scored high on the pretest on both the Color Naming and Shape Naming subtests. Because of the high initial scores and limited variability of these scores, change was negligible and tests of significance were not determined for these two subtests. Table V and Figure 2 indicate that the Jordan children also found the two subtests easy on the pre-test; consequently, there was again little change on them.[7]

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[5]Pretest results were used to obtain an index of test reliability. A split-half (odd-even) reliability coefficient of .98 (corrected using the Spearman Brown formula) was obtained on the pretest results of 31 children.

[6]The "t" statistic is the one calculated for repeated measures, and significance has been indicated at the .10, .05, and .01 levels for a one-tailed test with 11 and 6 degrees of freedom respectively for the Murray and Jordan groups.

[7]The Responsive Test has been revised and now is more challenging in these two areas; it includes 12 colors and 14 different shapes.

For the rest of the subtests, significant changes were shown by the Murray children on all except the Letter Recognition and Sensory Concepts tests. On these tests, only small non-significant positive changes were shown. The Jordan results on these two subtests were similar. Of 32 possible points on the Letter Recognition subtest, the pretest average was five and increased only three points to the post-test average of eight; the average Sensory Concepts score increased only one point between administrations. The changes on both tests proved to be not significant.

Both the Letter Recognition and the Sensory Concepts subtests deal with concepts not taught by any of the learning episodes presented in the Parent/Child Course. Thus, the failure of the children at both sites to show any significant change on either of these tests after the course strongly suggests that the significant changes shown in the rest of the tests were indeed due to the child's involvement in the ten-week Parent/Child Course.

The similarity of all results between the Murray children and a replicant group of children in the Jordan School District and the failure of both groups to show significant change on two subtests unrelated to the course substantiate the conclusions that: (1) the children learned a considerable amount over the ten weeks of involvement in the Parent/Child Program, and (2) that a large portion of what they did learn over this ten-week period can be attributed to the Parent/Child Course itself.

THE PULLING POWER OF THE COURSE

The conclusions on the reactions of the parents and the achievement of the children have been based upon the responses of parents who completed the course. An obvious question is, "How many did complete the course?" Our initial thinking was that the course would be successful if we achieved our objectives and if 50% of the parents who enrolled completed the course.

The pattern of attendance of the parents has been consistently high. At the first preliminary test in East Palo Alto, five parents started the course and five completed it. At the second preliminary test in East Palo Alto, 35 parents came to the meeting in which the course was explained, 19 started the course, and 21 attended the last session. The increase was due to the fact that some mothers later brought fathers and one father later brought his wife.

At Murray School during the first field test, 20 parents enrolled and three dropped out. During the second course, 45 parents two classes came and none dropped out. At Jordan School during the first course 20 enrolled and 3 dropped out; at the second course, 43 parents (two classes)

TABLE IV

SUMMARY PRE- AND POST RESPONSIVE TEST DATA WITH INDICATIONS OF CHANGES FOR 12 MURRAY CHILDREN

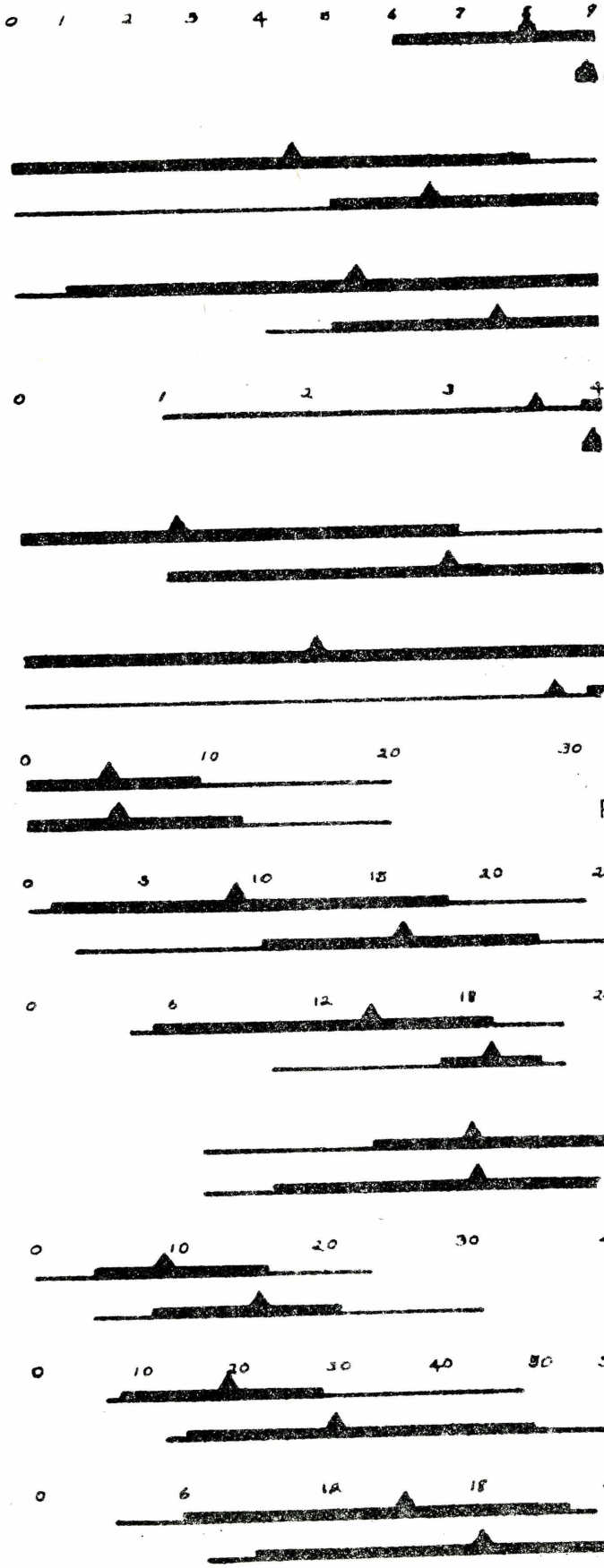
SUBTEST	Total Points Possible	PRETEST SCORES			POSTTEST SCORES			r	t	Sig. Level
		Range	Mean	Var.	Range	Mean	Var.			
Color Matching	9	6 - 9	8	2	--	9	0	--	--	--
Color Naming	9	0 - 9	4	13	0 - 9	6	8	.67	2.58	.05
Color Ident.	9	0 - 9	5	13	4 - 9	7	4	.92	3.55	.01
Shape Matching	4	1 - 4	4	1	--	4	0	--	--	--
Shape Naming	4	0 - 4	1	2	1 - 4	3	1	.20	3.36	.01
Shape Ident.	4	0 - 4	2	3	0 - 4	4	1	.00	2.76	.01
Letter Recog.	32	0 - 20	5	44	0 - 20	5	47	.60	0.31	--
Num. Concept	25	0 - 24	9	72	2 - 25	16	51	.79	4.77	.01
Relat. Concept	24	4 - 22	15	39	10 - 22	19	13	.86	3.81	.01
Sensory Concept	24	8 - 24	18	25	8 - 24	18	33	.26	0.12	--
Prob. Solving	40	0 - 23	9	42	4 - 31	16	68	.50	3.05	.01
Verb. Comm.	--	7 - 47	18	145	13 - 57	30	227	.46	2.83	.01
Verb. Compre.	24	3 - 23	15	51	7 - 24	19	43	.64	2.32	.05

TABLE V

SUMMARY PRE- AND POST RESPONSIVE TEST DATA WITH INDICATIONS OF CHANGES FOR 7 JORDAN CHILDREN

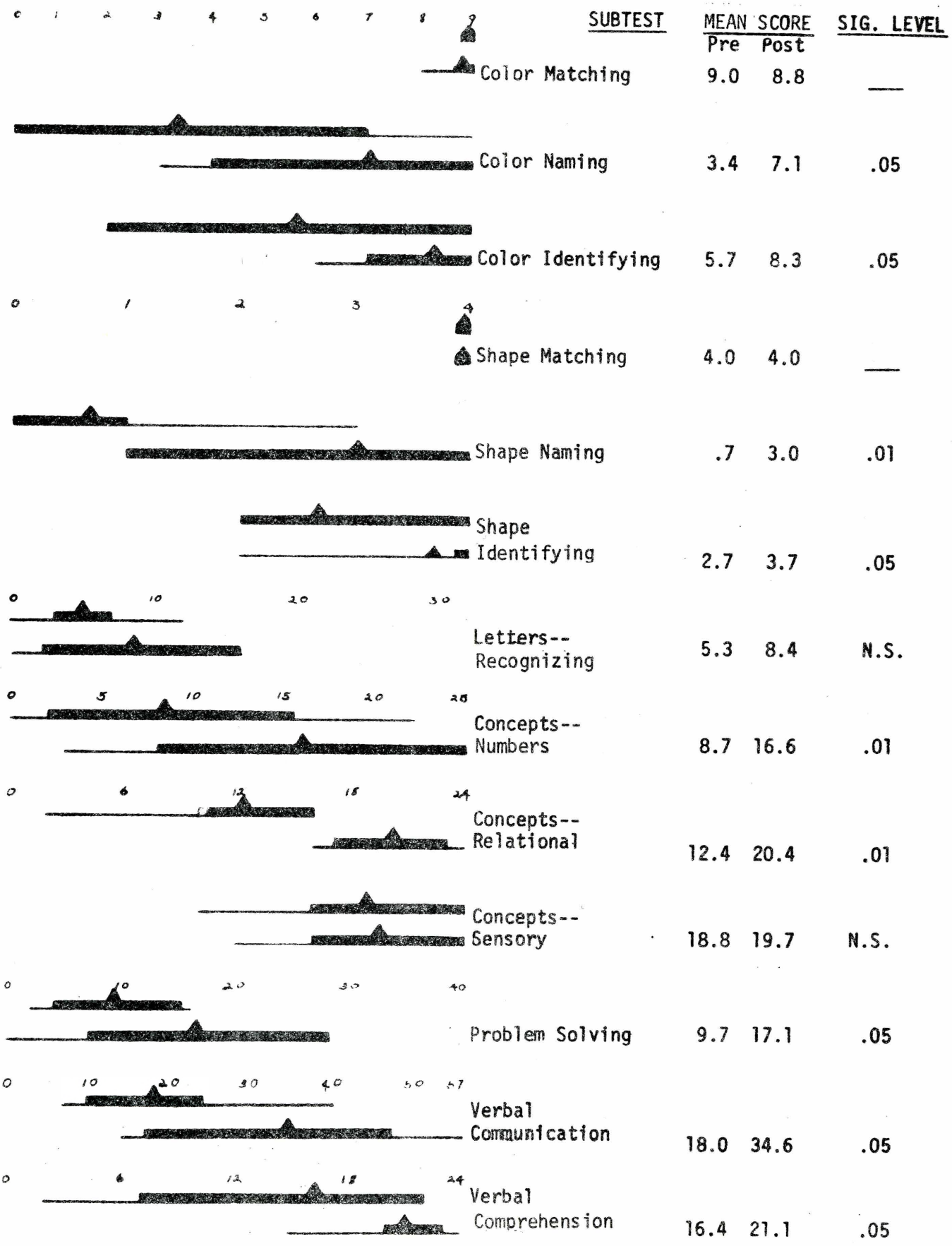
SUBTEST	Total Points Possible	PRETEST SCORES Range	Mean	Var.	POSTTEST SCORES Range	Mean	Var.	r	t	Sig. Level
Color Matching	9	--	9	0	8 - 9	9	0	.18	--	--
Color Naming	9	0 - 9	3	14	3 - 9	7	6	.48	2.73	.01
Color Ident.	9	2 - 9	6	10	6 - 9	8	1	.66	2.54	.01
Shape Matching	4	--	4	0	--	4	0	--	--	--
Shape Naming	4	0 - 3	1	1	1 - 4	3	2	.42	4.49	.01
Shape Ident.	4	2 - 4	3	1	2 - 4	4	0	.40	2.27	.05
Letter Recog.	32	0 - 12	5	13	0 - 16	8	37	.30	1.27	--
Numb. Concept	25	0 - 22	9	57	3 - 25	17	82	.87	4.29	.01
Relat. Concept	24	2 - 16	12	22	16 - 24	20	8	.87	4.29	.01
Sensory Concept	24	10 - 24	19	21	16 - 24	20	17	.22	0.39	--
Problem Solving	40	2 - 16	10	25	0 - 28	17	110	.80	2.59	.01
Verb. Comm.	--	7 - 40	18	110	14 - 40	35	212	.20	2.51	.01
Verb. Compre.	24	2 - 22	16	60	15 - 24	21	8	.86	2.12	.05

Figure I. Range and Means for Pre- and Posttest Responsive Test Scores for 12 Murray children. Blocked-in area represents middle 67% of children's scores. ▲ indicates average (mean)score.



SUBTEST	MEAN SCORE Pre	Post	SIG. LEVEL
Color Matching	8.1	9.0	___
Color Naming	4.4	6.5	.05
Color Identifying	5.3	7.5	.01
Shape Matching	3.6	4.0	___
Shape Naming	1.2	2.9	.01
Shape Identifying	2.0	3.7	.01
Letters--Recognition	4.8	5.4	N.S.
Concepts--Numbers	8.5	16.0	.01
Concepts--Relational	14.7	18.9	.01
Concepts--Sensory	18.0	18.2	N.S.
Problem Solving	8.7	15.7	.01
Verbal Communication	18.2	30.3	.01
Verbal Comprehension	15.2	19.2	.05

Figure 2. Range and Means for Pre- and Posttest Responsive Test Scores for 7 Jordan children. Blocked-in area represents middle 71% of children's scores. ▲ indicates average (mean) score.



SUBTEST	MEAN SCORE Pre	MEAN SCORE Post	SIG. LEVEL
Color Matching	9.0	8.8	—
Color Naming	3.4	7.1	.05
Color Identifying	5.7	8.3	.05
Shape Matching	4.0	4.0	—
Shape Naming	.7	3.0	.01
Shape Identifying	2.7	3.7	.05
Letters--Recognizing	5.3	8.4	N.S.
Concepts--Numbers	8.7	16.6	.01
Concepts--Relational	12.4	20.4	.01
Concepts--Sensory	18.8	19.7	N.S.
Problem Solving	9.7	17.1	.05
Verbal Communication	18.0	34.6	.05
Verbal Comprehension	16.4	21.1	.05

came and none dropped out; at the third course, 35 came and none dropped out; and at the fourth course, 60 came and none dropped out. The conditions at Jordan and Murray schools were extremely good: the instructor was excellent; and the Mormon Church, which is the dominant religion in the area, places a high value on the family and parents helping their children. But, even when allowances for these conditions are made, the attendance of the parents was very high.

The limited information we have on the two courses at East Palo Alto far exceeds our expectations and the conditions were not as favorable. The instructor was excellent, but there were some doubts about "this laboratory coming in from the outside to experiment with our children." But the parents who actually started the course stayed with it. This does not mean every parent came every night. Some parents missed two or three sessions, but they often asked someone else to return the toy they had and pick up the next one. When they returned they reported on the use of both toys.

CONTINUED USE OF THE LIBRARY

Another crucial question is, "Will the parents continue to use the Toy Library after the course?" We do not have the records for the preliminary test in East Palo Alto. Because of a series of mishaps, the library was not ready for use immediately after the course. The Laboratory trained a local person to conduct the course again but there was a delay in getting it established and when it was established, records were not kept on the use of the library. It was, however, the insistence of the parents that caused the school district and the Laboratory to persist until the the course was restablished.

In the Murray and Jordan school districts, the same person has conducted all of the courses and operated the library. She has maintained records on the use of the library. Of the parents in the two districts who took the course in the spring of 1970 (a first field test), one half continued to use the library until it was moved three mils in September. After that, the Murray parents stopped using it but six of the 20 Jordan parents continued. About two-fifths of the parents who took the course during the 1970-71 school year are currently using the library.

EVALUATION OF THE TRAINING PROGRAM AND MATERIALS FOR THE TEACHER-LIBRARIANS

After we concluded that we had achieved at least acceptable levels on on the specific objectives of the course, the next phase of the evaluation was to determine how effective the teacher-librarians could be in

conducting the course and operating the library on the basis of one week of training and the written guide. We conducted a one-week workshop at the Laboratory in June, 1970, for eight people, a second workshop in October for four people, and we have trained four people in their own communities. We interviewed these people during April, 1971, six to ten months after they received the training. The people we trained as teacher-librarians varied from parents with no more than a high school education to teachers with a number of years of experience.

The first three questions we asked were related to the materials that were used in the training and in the course:

1. Were the instructions for the toys and accompanying games clear and understandable?

2. Was the written material interesting?

3. Were the written materials clear and understandable in explaining how you go about setting up a Parent/Child Course in your community?

We reasoned that if 80% of the responses were yes, we had achieved an acceptable level. If the materials were not understandable, we would either revise the materials or establish some requirements for a teacher-librarian. We asked for comments after each "no" response to use in making revisions.

Table VI summarizes the responses to these three questions. Eighty-seven percent of the responses were "yes." With minor revisions in the materials and some recommended guidelines for choosing teacher-librarians, we should be able to reach over 90% of the teacher-librarians with the materials.

TABLE VI

RESPONSES TO THREE QUESTIONS ON THE MATERIALS USED IN THE TRAINING

	Number	Yes		No		No Response	
		No.	%	No.	%	No.	%
June Training	8	18	75	5	21	1	4
October Training	4	12	100	-	-	-	-
Onsite Training	4	12	100	-	-	-	-
TOTAL	16	42	87	5	10	1	2

The next six questions were related to the five days of training:

1. Was the training well organized?

2. Was the material presented in an interesting fashion?

3. Did you feel that there was enough time to cover the materials?

4. Did the training expand and clarify the written materials?

5. Did the training address itself to most important questions in conducting the course?

6. Did you come away with a good understanding of the philosophy of the Parent/Child Course?

We set the same standard of 80%. Table VII summarizes the responses.

TABLE VII

RESPONSES TO SIX QUESTIONS ON THE ONE-WEEK TRAINING PROGRAM

	Number	Yes		No	
		No.	%	No.	%
June Training	8	43	90	5	10
October Training	4	23	96	1	4
	12	66	91	6	8

Since 91% of the responses were "yes", we concluded that the teacher-librarians perceived the course to be successful. Again, their comments will be studied in making minor revisions.

Four people received onsite training which was not so well organized and the results indicate a difference. Eighty-four percent of the responses to the above questions were "yes." This result is still satisfactory.

The third section of the interview was a test. We wanted to know if the teacher-librarians understood some of the basic concepts of our program. We asked the following five questions:

1. About how often should a parent ask a child to play a specific game on any given day?

2. What should the child be allowed to do when he first receives a new toy?

3. At what point in the game can the child change the rules of the game?

4. When should a child be allowed to discontinue playing with a particular game?

5. The course outline recommends some 16 mm films to show to parents in the course. Some films have guides that go along with them.
Do you know where to get these films and guides or how to find out where to get them?

Since these questions are simple checks of content we expected a near perfect response (at least 98%). The following table summarizes the responses.

TABLE VIII

RESPONSES TO FIVE QUESTIONS ON THE CONTENT OF THE COURSE AND MATERIALS

	Number	Right	Wrong
June Training	8	39	1
October Training	4	20	--
Onsite Training	4	20	--
TOTAL	16	79-99%	1-1%

We will be receiving information from all the teacher-librarians on parent interviews and pre- and posttests for the children which will give us additional information to judge how effective we have been in training the teacher-librarians.

In the meantime, the evaluation so far indicates that the teacher-librarians think they understand the materials, have learned what was important to know from the course, and can demonstrate an understanding of some of the content.

APPENDIX A

DESCRIPTION OF BEHAVIORS WE ASK PARENTS TO PRACTICE

1. Using Exact and Precise Language

The use of specific language helps the child understand what is being said, and helps him develop his own ability to use language.

a. Using Specific Words to Tell About Positions

example: "The blocks go in the box below the window."
instead of "They go over there."

b. Using Specific Words to Tell About Action

example: "Robert skipped down the walk."
instead of "Robert went down the walk."

c. Use Specific Words in Descriptions

example: "Yes the blocks are all the same color, red."
instead of "Yes, the blocks are all the same."
(or "They match.")

2. Using Positive Comments

Positive statements about the child and his actions help to enhance his concept of himself. One way parents help build the child's healthy self-concept is by showing approval.

example: "I like the picture you brought home from school."
"Thank you for helping with the dishes."
"You look very nice in your blue shirt."

3. Using the Child's Name

Hearing his name also helps the child to develop a healthy self-concept.

example: "Robin, do you want juice?"
instead of "Do you want juice?"

4. Approaching Discipline as a Learning Process, and

Using Discipline in a Positive Way.

a. Stating Rules for the Child

Children need to know what is expected in order to follow rules.

b. Being Consistent with Rules:

The rules that are set need to be enforced consistently.

c. Dealing with the Action of the Child, Rather Than the Child, in Discipline

example: "You were running in the house and broke the lamp. You are supposed to walk inside."
instead of "You're the worst child I have, always tearing up things."

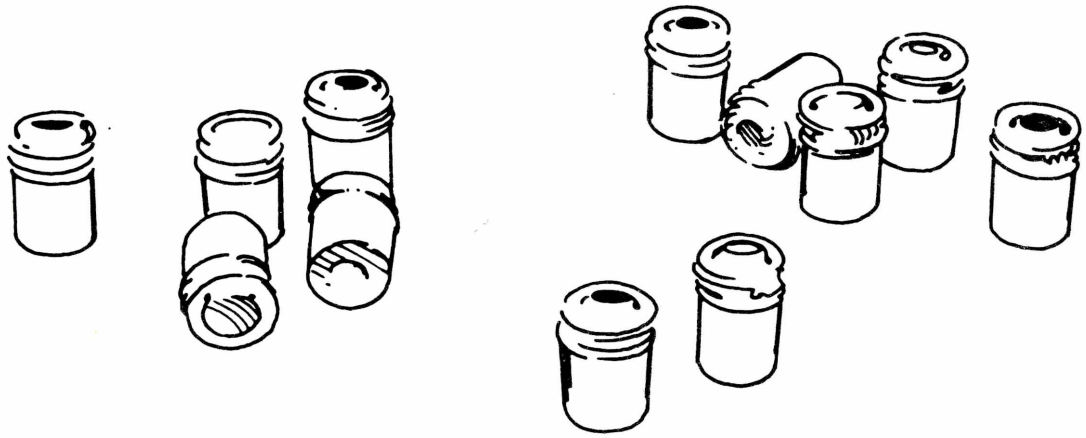
APPENDIX B

DESCRIPTION OF TOYS IN THE PARENT/CHILD TOY-LENDING LIBRARY

I. TOYS IN THE PARENT/CHILD COURSE (BASIC TOYS)

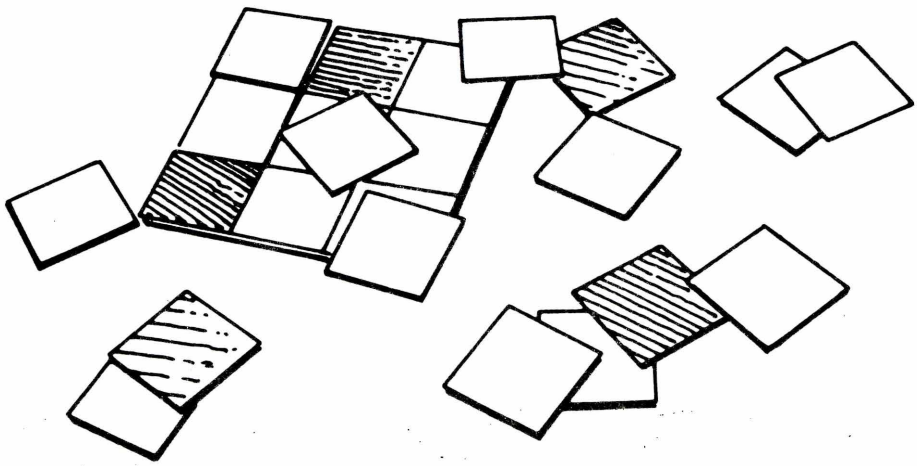
SOUND CANS

This toy comprises two sets of small, covered metal film cans; a set consists of six cans,each one of which contains a different object or substance - e.g., water, a bead. Thus each can in a set sounds different when it is shaken. One set is for the parent, the other for the child.



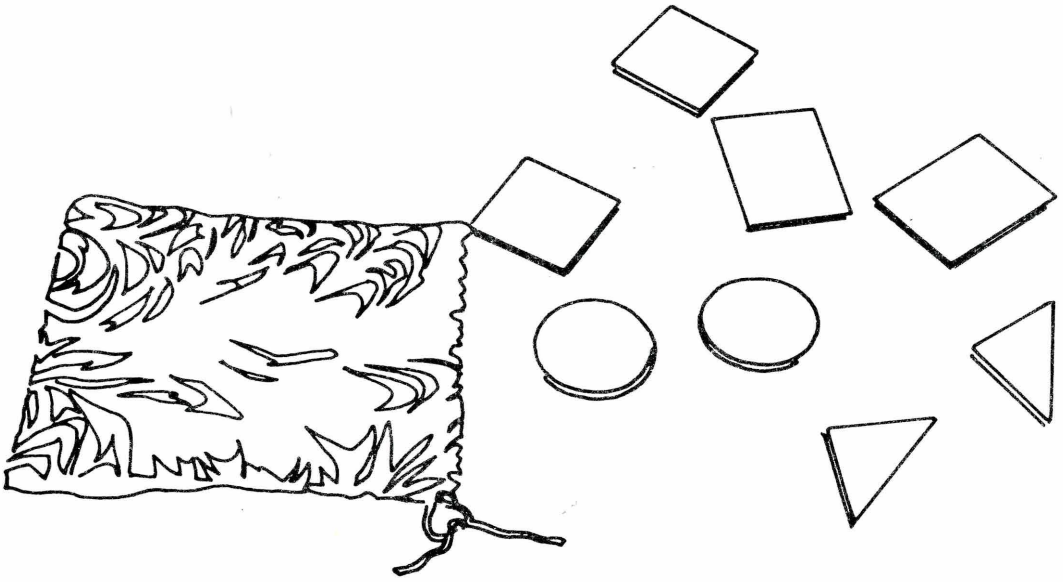
COLOR LOTTO

This toy consists of a square wooden board, divided into nine differently colored squares, and two sets of nine small squares each. The small squares are the same size and colors as the small squares on the board. One set of small squares is for the parent, the other for the child.



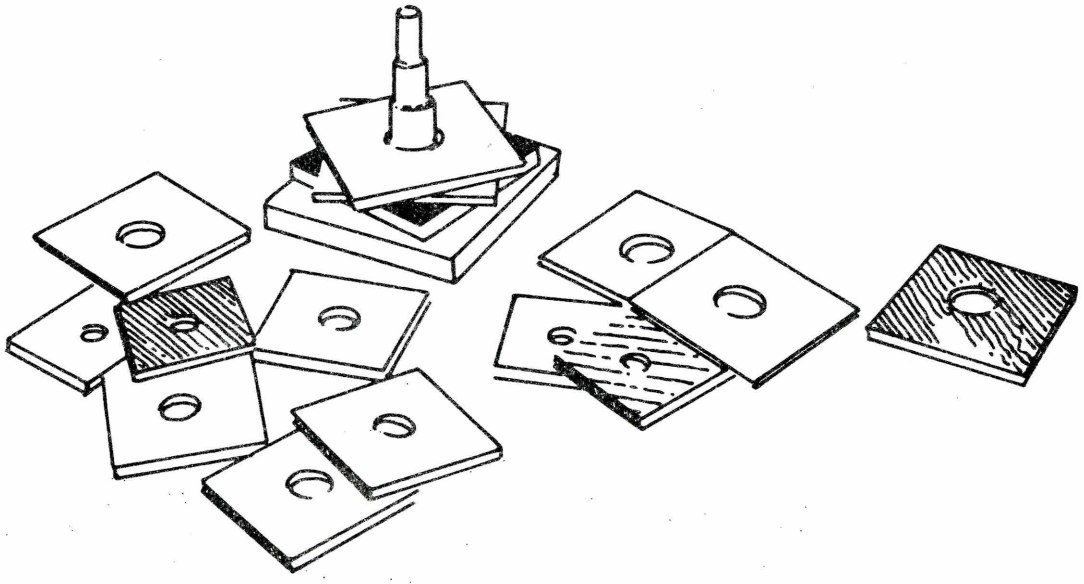
FEELY BAG

The Feely Bag toy is a drawstring bag and two sets of masonite cutouts; each set consists of a circle, a square, a triangle, and a rectangle.



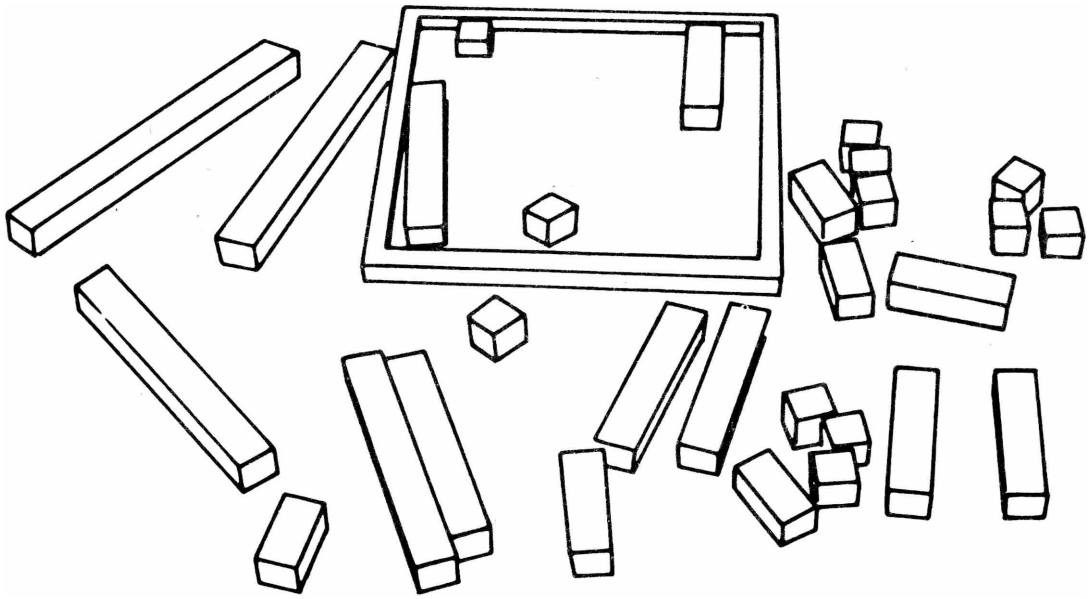
STACKING SQUARES

This toy consists of sixteen wooden squares of four graduated sizes which fit on a wooden spindle. In each size there is a blue, a yellow, a red, and a green square. The center holes of the squares are graduated with the size, and the spindle diameter is graduated likewise, so that the toy is self-correcting--i.e., if the squares are not stacked in order of size, it will not be possible to fit all the squares on the spindle.



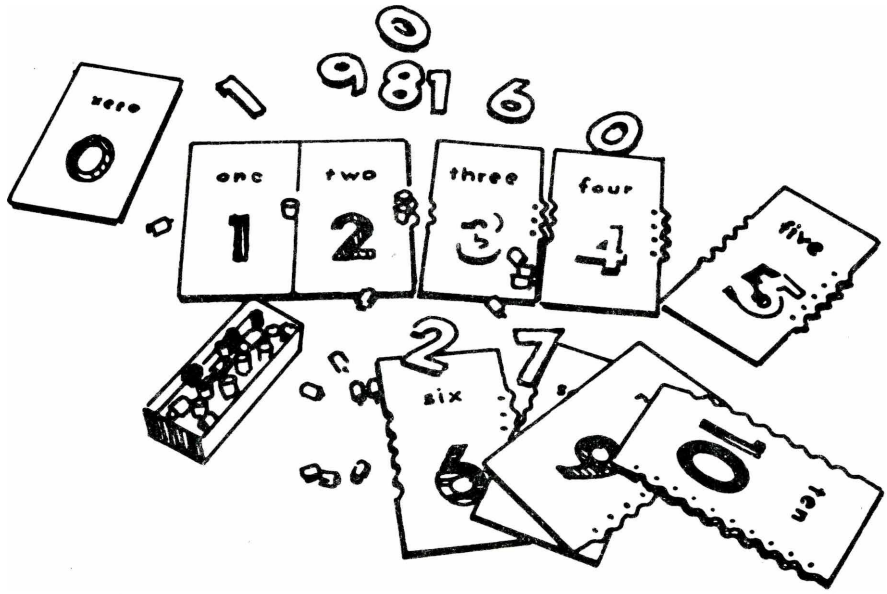
WOODEN TABLE BLOCKS

This toy consists of wooden blocks in ten sizes; the largest is ten times as large as the smallest, and the others represent the units between one and ten.



NUMBER PUZZLE*

This toy is a ten-piece masonite puzzle, each piece of which represents a number from one to ten. On each piece are peg holes corresponding to the



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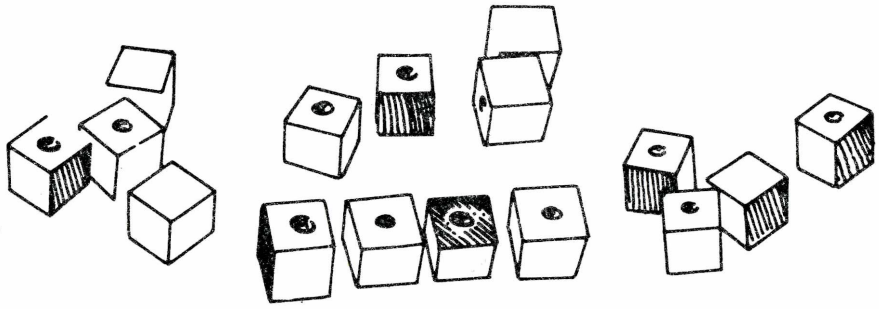
* The Number Puzzle toy was formerly called Numberite.

number it represents, and the appropriate numeral; each piece is a rectangle with one fewer notches on the left and the same number of notches on the right as the number it depicts. The pieces fit together via the notches and are thus self-correcting--i.e., they can be put together only in the right order. The pegs provided for the holes give the child a clue to the number represented.

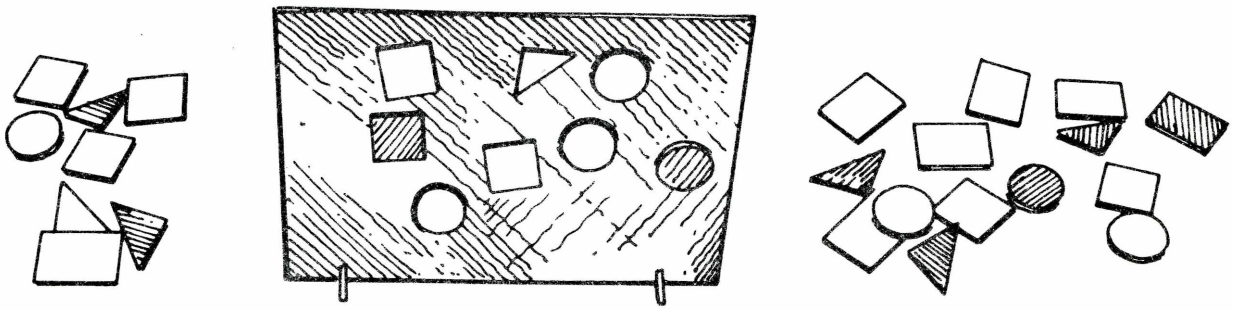
BEAD-O-GRAPH (COLOR BLOCKS)**

This toy consists of 16 small cubic blocks, four of each of four different colors, taken from a Bead-O-Graph-Set. The blocks are used in one game involving locational words and two games involving pattern extensions.



FLANNEL BOARD

This toy consists of a flannel board and 36 small felt shapes. The shapes are circles, squares, and triangles; of each shape there are two sizes and of each size there are three colors--red, yellow, and blue. Thus, there are eighteen different combinations of size, color, and shape, and two sets in each combination.



**The Color Blocks were formerly called Color Cubes.

II. SECOND SERIES OF TOYS

ALPHA BOARDS

This toy consists of two flannel boards on which the capital letters of the alphabet are outlined, and a set of capital letters which can be matched to the outlines on the board.

MATRIX GAME

This game is played with the Matrix Games Board and nine of the Property Blocks: a red, a yellow, and a blue triangle, circle, and square. The matrix is divided into nine squares, on which the blocks are placed in rows according to color and shape.

COORDINATION BOARD

This toy consists of a board and eight cutout shapes: two squares, two circles, two rectangles and two triangles. The shapes fit into matching spaces on the board.

HUNDRED PEG BOARD

This toy consists of a square board containing 100 holes drilled in 10 straight rows, and 100 pegs which fit in the holes. The pegs, which come in four different colors, are used for sorting, making patterns, and illustrating number relationships.

INSET SHAPES BOARD

This toy consists of a board and 12 matching pieces of different shapes, colors, and sizes.

PATTERN BOX

This toy consists of a long rectangular box and three sets of pattern cards. Each side of a pattern card is printed with a series of pictures or designs arranged in a pattern, which can be seen as the card is gradually pulled out of the box, one frame at a time. The child attempts to predict what will come next in the pattern.

PROPERTY BLOCKS

This toy consists of 60 blocks of different colors, shapes, sizes and thicknesses. The blocks are used for matching, patterning, and classifying according to the various properties of the blocks.

SPINNER BOARD

This toy consists of a board with a removable pointer which can be spun, and three different overlay cards, which depict numbers; letters; and categories of objects. The toy is used in recognition games, in which the child is asked to identify the number (or letter or category) at which the pointer has stopped.

APPENDIX C

SAMPLE LEARNING EPISODE

COLOR LOTTO - Game I.

EQUIPMENT: Square wooden board divided into nine squares (each a different color), and two (2) sets of nine small colored squares. One set of small squares is for the parent and the other set is for the child. The small squares are the same size and colors as the small squares on the lotto board.

PURPOSE: To help the child learn to match a color from an example of that color.

GENERAL INSTRUCTIONS:

A. Ask your child only once each day if he (or she) wishes to play the game.

B. The child may change the rules of the game at any time. You must follow the child's rules if he changes them.

C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

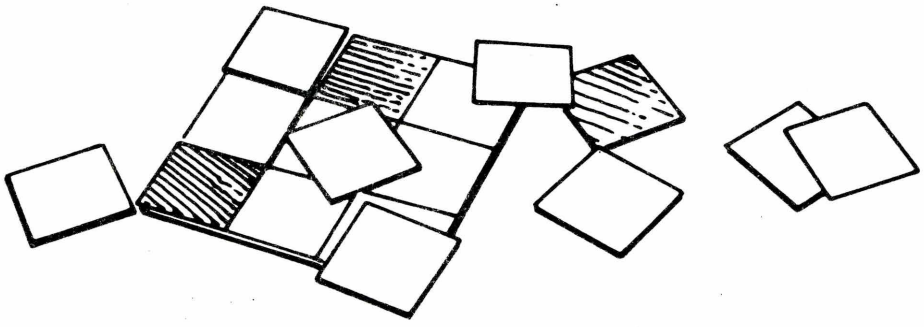
1. Place the lotto board and one set (9) of the colored squares on table or on the floor.

2. Allow the child to play with them for a few minutes.

3. Collect all of the child's squares and place them in front of you.

4. Hold up a colored square (for example a red square) and say, "Find a square on your board that is red, the same color as this square."

5. If the child points to a square of a different color, move the square you are holding close to his board so the child can see the difference. Wait a few seconds. If the child does not correct himself, say, "These two squares are not the same color. Try again."



6. If the child points to the square that is the same color, give him the square you are holding and say, "These two squares are the same color. They are both red. You may put this red square on your board."

7. Then hold up a blue square and say, "Find a square on your board that is blue, the same color as this square." If the child points to a square of a different color, move the square you are holding close to his board so the child can see the difference. Wait a few seconds. If the child does not correct himself, say, "These two squares are not the same color. Try again."

   If the child points to the square that is the same color, give him the square you are holding and say, "These two squares are the same color. They are both blue. You may put this blue square on your board."

8. Continue the game until all the squares on the child's board are covered or until the child loses interest.

9. To have your child remove his squares, pick up a colored square from your set (the parent's set) and say, "Take off a square that is yellow, the same color as the square I am holding."

10. If your child picks up a square of a different color, place it next to your square so the child can see the difference. Wait a few seconds. If the child does not correct himself, say, "These two squares are not the same color. Try again."

11. If the child picks up a square that is the same color, take the child's square and say, "These two squares are both yellow." After the child removes the yellow square, say, "Take off a square that is green, the same color as the square I am holding."

12. If your child picks up a square of a different color, place it next to your square so the child can see the difference. Wait a few seconds. If the child does not correct himself, say, "These two squares are not the same color. Try again."

13. If the child picks up a square that is the same color, take the child's square and say, "These two squares are both green."

14. Continue the game until all squares are taken off the child's board, or until the child loses interest.

APPENDIX D

DESCRIPTION OF THE TEACHER-LIBRARIAN TRAINING

The following outline describes the one-week training program for teacher-librarians conducted by the Far West Laboratory's trained consultants:

1st day

A.M. Demonstration of a Toy Library arrangement.

Color slides providing an overview of the Responsive Program and of the Toy Library.

Presentation of the course outline and written materials.

P.M. Discussion of the course and materials.

Film: "Learning and Growing and Learning" which describes the Toy Library.

Use of films and discussion techniques in the course.

(Assignment) Read Librarian Manual pp. 1-4 and 31-36.

2nd day

A.M. Discussion of objectives of the Parent/Child Program and previous reading assignments.

Presentation on self-concept in relation to:
1. Parent discipline.
2. Use of specific language.
3. How to build self-concept.

Discussion of role of parents in their child's education.
Film: "Mississippi and Head Start."

P.M. Demonstration and participation:
1. Sound Cans - first and second levels.
2. Color Lotto.
3. Feely Bag.

Videotapes of parent/child interaction with a toy.

Use of a check list for evaluation.

(Assignment) Read Parent Guide pp. 1, and 33-35.

3rd day

A.M. Demonstration and participation:
4. Stacking Squares - first and second levels.
5. Wooden Table Blocks.
6. Number Puzzle.

Review of first three toys.

Discussion of criteria for selecting other toys to teach similar concepts.

P.M. Selection of a toy and creation of two learning episodes to use with it.

(Assignment) Review use of filmstrips.

4th day

A.M. Participants present the toy and learning episodes they have
P.M. created for group discussion.

Review (if time) of 4th, 5th, and 6th toys.

(Assignment) Review use of filmstrips.

5th day

A.M. Demonstration and participation with the remaining two toys from the basic set.
7. Flannel Board.
8. Color Blocks (with Bead-O-Graph).

P.M. Discussion of administration of the Toy Library.
a. How to reach parents who might join the course.
b. Organizing a catalog system.
c. How to order materials.
d. Awareness of special community needs.
e. Understanding the general functions of the Toy Library.

APPENDIX E

EXAMPLES OF THE SKILLS AND/OR CONCEPTS COVERED IN THE COURSE

SOUND CANS

1. The concept of listening carefully.
2. The concept of identifying sounds that are the "same" or "not the same."

COLOR LOTTO

1. The concept of identifying differences in colors and when given a visual clue, matching colors that are the same.
2. The concept of identifying names of colors without a visual clue.

FEELY BAG

1. The concept of identifying four basic shapes (square, circle, triangle, and rectangle).
2. The concept of recognizing the shapes using only the sense of touch.

WOODEN TABLE BLOCKS

1. The concept of various size relationships, e.g. "tallest" and "shortest," "taller" and "shorter," and "equal to."
2. The concept of number units (1-10) and number relationships.

NUMBER PUZZLE

1. The concept of associating numerals with the number quantities they represent.
2. The concept of sequential counting.

COLOR BLOCKS

1. The concept of relative positions.
2. The concept of repeating and extending patterns.

FLANNEL BOARD

1. The skills of classifying and problem solving according to attributes: using the concepts of color, shape, and size.

STACKING SQUARES

1. The concept of size discrimination.
2. The concept of identifying four colors.
3. The concept of repeating and extending patterns.

APPENDIX F

DESCRIPTION OF SUBTESTS ON THE RESPONSIVE TEST

The Responsive Test was especially developed for the assessment of intellectual development in children who have participated in a Responsive Program. Some of the items were selected from existing batteries. For example, test items dealing with letter recognition were adapted from the Metropolitan Reading Readiness Test, and other items dealing with color and shape were adapted from the School Mathematics Study Group. Other items were especially designed for use in the instrument.

The final instrument used in the testing in the Murray and Jordan school district consited of the following thirteen subtests:

1. Color Matching. The child is asked to match each of nine different color cards with one of a series of sample cards.

2. Color Naming. The child is asked to give the color name of each of the nine specific color cards.

3. Color Identification. The child is asked to select one of the nine colors as the color named by the tester.

4. Shape Matching. (Same as color matching--using four shapes.)

5. Shape Naming. (Same as color naming--using four shapes.)

6. Shape Identification. (Same as color identification--using four shapes.)

7. Letter Recognition. The first part requires the child to point to a specific letter in an array of five letters. The second part requires the child to select from a number of letters the one which begins a word spoken by the tester. For example, the child is asked to "point to the first letter in the word NO."

8. Numerical Concepts. This subtest first requires the child to identify and write numerals and to count. The harder items require manipulation of simple numerical concepts. For example, the child is asked to "Add the right number of blocks to your row to give it the same number of blocks as this row."

9. Relational Concepts. Here the child must recognize the relational words such as "longer," "beneath," "middle," etc., and choose from among several pictures the one which best illustrates the concept.

10. Sensory Concepts. These items assess the child's knowledge of words describing tactile, auditory, and taste sensations as illustrated by appropriate pictures.

11. Problem Solving. This subtest requires that the child recognize similarities and differences in color, shape, and size and that he use these discrimination skills to extend patterns.

12. Verbal Communication. The child is presented each of four objects and asked to "tell me about this." One point is scored for every bit of information he can relate regarding each object within sixty seconds. Points are also given for the use of complete sentences.

13. Verbal Comprehension. This subtest assesses the child's ability to derive meaning from verbally presented material. The child may either nod or shake his head, or make verbal responses to such questions as: "Do shoes eat?," "Do brooms sweep?" etc.

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