DOCUMENT RESUME

ED 111 401 IR 002 457

AUTHOR Campbell, Sheila D.; Everett, Lorene M.
TITLE In-Home Early Childhood Project. Final Report.
INSTITUTION Alberta Univ., Edmonton. Dept. of Elementary Education.
SPONS AGENCY Alberta Dept. of Education, Edmonton.
PUB DATE Oct 74
NOTE 213p.

EDRS PRICE MF-$0.76 HC-$10.78 Plus Postage
DESCRIPTORS Early Childhood; *Early Childhood Education; Early Experience; Educational Assessment; Educational Development; Educational Research; Family Environment; *Family School Relationship; *Home Visits; Instructional Materials; Material Development; Nurses; *Parent Education; Parent Participation; *Parent Teacher Cooperation; Program Descriptions; Program Evaluation; Teacher Education; Teaching Methods
IDENTIFIERS Alberta

ABSTRACT

To help students in an early-childhood teacher-training program to work directly with parents and young children, an in-home project was established for four months with 19 families in one area of Edmonton, Alberta. In lieu of the regular kindergarten lab, each student was assigned to a family with one or more children of preprimary age. The student was asked to assess the family's behavior and needs and to devise techniques and materials to meet the needs. A trial kit of learning materials was prepared after the first two visits to the home, followed by a second permanent kit for circulation during the rest of the project. Students also planned a group session which brought together several children and parents. Procedures used in the project are described and outcomes and recommendations summarized, along with information on staffing and costs. Appendixes include evaluation forms, letters of introduction to parents, attendance and visiting schedules, and questions and responses for the parent questionnaire. Detailed lists of the materials used may be obtained separately. (SK)

IN-HOME EARLY CHILDHOOD PROJECT

Final Report

BY
SHEILA D. CAMPBELL & LORENE M. EVERETT

Department of Elementary Education
UNIVERSITY OF ALBERTA

Funded by
Early Childhood Services Branch,
Department of Education
Province of Alberta

and the

Alma Mater Fund
University of Alberta Alumni Association

October, 1974

Acknowledgements

Many persons contributed to enable the carrying out of this project and the achieving of at least some of the project objectives. We would particularly like to thank Dr. D. A. MacKay, Chairman of the department of Elementary Education, who agreed to sponsor the project and who authorized the setting up of University accounts which enabled the project to operate over a lengthy period before project funds were received.

We would also like to acknowledge the assistance of Miss E. Graham, Administrative Officer in the Department of Elementary Education who carried out the necessary accounting and administrative procedures, and the secretarial staff of the Department who did the typing required by the project.

A special thanks to the Ed. CI 404 students involved in the project who spent many hours in the planning and preparation of the kits involved.

We would also like to acknowledge the contribution of the following:

the members of the Project Advisory Committee, who provided important information and support to the project;

the Project Coordinator, Dorothy Howard who was a key person in the project;

the Project Assistant, Ellen Thomson who carried out her duties most ably;

the school and nursing personnel who assisted in locating the participating families.

Finally, a special tribute to the group of parents and children who participated so willingly, and who, we hope, were sufficiently rewarded, for opening their homes and taking us in.

Project Directors

Sheila Campbell & Lorene Everett

Advisory Committee Members

Participating Parents

Lil Chambers

Karen Teghtmeyer

Community Representative

Judy Dubé

Department of Social Development

Bernie Leans

Local Board of Health

Doady Paddon

Early Childhood Services

Pat Shanahan

Department of Elementary Education

Sheila Campbell

Lorene Everett

Project Coordinator

Dorothy Howard

Contents

* see note on cover page, Section V, Appendices.

SUMMARY OF MAJOR CONCLUSIONS AND RECOMMENDATIONS

In presenting this summary, we would like to reiterate our position that this project was designed and carried out as a service for families and for the purpose of training student teachers. Methods of collecting data were informal and for several areas there is not complete data for every family involved. Those persons considering these recommendations would need to review the complete report to assess the degree to which the conclusions are applicable to their particular area or community.

Within this context we feel able to make the following statements:

1. Educators have an important role to play in helping parents acquire skills and understnadings about child-rearing practices that contribute to child development.
2. In order to provide this help, educators must acquire the specific skills and knowledges that will enable them to successfully interact with parents or to supervise those who do.
3. Parents must have the ultimate choice as to whether they will make use of offered services.
4. The professionäl skills of educators are only one part of a wide variety of professional and personnal skills required to achieve successful outcomes.
5. A useful support for a program is an advisory committee of persons from the community representing many professional and personal backgrounds.

6. Parents have much valuable information to contribute and need to be included in discussion and the decision-making process.
7. Involvement in a project such as this provides valuable learning experiences for student teachers providing they have a proper orientation, receive close supervision, and serve families where the problems do not require considerable expertise.
8. The key factor in successful outcomes appears to be the personal relationships developed between staff and families.
9. For this reason considerable care should be taken in selecting staff who possess the personal skills required.
10. Staffing ratios can vary according to the needs of the families, the distances to be travelled and the number of ancillary staff for such tasks as secretarial, materials maintenance, etc.
11. Home visitors need a thorough knowledge of community resources and referral services, and must be aware of the limits of their capabilities and responsibilities.
12. The introduction of play/learning materials not generally available in homes is useful for obtaining family agreement to participate, for maintaining family interest, for fostering and stimulating child development.
13. These materials should be from a broad range of preprimary program materials and serve a broad range of developmental needs.
14. The approach to the use of the materials should be open-ended and play-oriented.
15. Didactic teaching methods should be avoided.

16. Material should be arranged and stored by program categories related to developmental needs, and selected for circulation to the families by a person knowledgeable about the total family picture so that they suit the particular needs of the child and the expectations of the parents.

17. Family involvement should be on a needs basis. This will mean varying lengths and types of involvement. Some families will need considerable visiting for greater lengths of time where the home visitor will do considerable role modelling; others may only require the use of some additional materials. There could be a range of needs between these two types.

18. Records should be maintained judiciously and continuously for the purposes of recording development and determining needs of the child in the family.

19. The funding bodies need to develop procedures that guarantee the delivery of start-up funds before a project begins and that continue to deliver funding in advance of the need for the money. Otherwise only large systems will be able to operate projects.

20. Present accounting procedures are too elaborate for independent projects which do not have highly trained clerical and bookkeeping staff.

21. Funding needs to be available on a project as opposed to a per child basis.

22. Provision should be made for funding that enables extensions in projects to adapt to the needs of families for longer-term services.

23. The validity of such projects cannot be determined by present psychometric measures, but the observation reports of project staff and the reaction of the participants are valid means of assessment.

24. In order to avoid a confusing array of home visitors, each with a particular professional expertise it is important to determine the most significant family need, health, or nutrition or counselling or education, to determine the particular expertise most related to this need, district health nurse, home economist, teacher, social worker, and to provide this person with consultation and resources to enable him/her to meet other apparent needs. Alternatively, there may be a need to develop a new professional role of home visitor possessing basic skills and knowledges in all these areas.

1. Introduction

Outline of the Project

The project described in this report was originally conceived by University of Alberta Professors Lorene Everett and Sheila Campbell as a means of providing students in an early childhood teacher training program with the opportunity to acquire important skills by working directly with parents and young children to develop an understanding of their behavior and needs, and to devise techniques and materials to meet these needs.

A special section of the senior course in early childhood curriculum and instruction was held during the six weeks of spring session 1974, utilizing a team teaching approach with a group of nineteen students.

With support from E.C.S. and the University, the project continued for four months, May through August, and involved circulating sets of kits to a group of nineteen families in one area of Edmonton. In lieu of the regular kindergarten lab, students were involved for the first six weeks of the project. Each student was assigned to a family with one or more children of preprimary age. The student made several visits to the home, preparing a trial kit of learning materials after the first two visits, and a second permanent kit for circulation during the rest of the project. In addition, the students planned a group session which brought together several children and parents. Following termination of the course, the project continued with two paid staff

because six weeks was felt to be too short a period to provide a useful experience for the children and families who had agreed to cooperate.

This report documents the procedures utilized in setting up, carrying out and evaluating the project.

Research Background

Although there has been increasing concern about the need for professional teachers to possess skills in working with parents, the issue assumed great significance for Alberta early childhood teacher training with the publication of the Operations Manual of the Early Childhood Services Branch in 1973 (Government of Alberta, 1973). Not only did this Manual emphasize parent involvement, but it also suggested the introduction of home centered programs as one form of Early Childhood Services.

The establishment of the Early Childhood Services Branch and the intentions expressed in the guidelines were the outcome of the growing interest and concern for the early years, and the realization of the primary importance of the role of the family in these years.

During the 1960's, the early childhood years before six won recognition as some of the most important if not the most critical in the development of the human organism. Beginning about 1965 an increasing amount of research was being devoted to determining those factors in the child's early environment which had the most impact on his development, and to discovering the most effective methods to modify or optimize the environment.

Despite the lack of definitive knowledge concerning which environmental variables caused differences in development (Siegel, 1967; White, et al, 1973) many projects were set up in an attempt to enhance developmental processes, especially for children whose environments appeared not to be providing a satisfactory level of achievement as determined by language and intelligence measures.

The unsatisfactory outcomes obtained from group programs per se led researchers to look for influential variables that were being ignored. In addition research on parenting styles and home environment revealed apparently significant differences in the outcomes from different home environments especially the factors of parent self-perception and mediating skills (Bronfenbrenner, 1974; Deutsch & Deutsch, 1968; Gordon, 1972; Grotherg, 1968; Hess & Shipman, 1968; Parfit, 1974; Robinson & Robinson, 1968; Schaefer, 1972; Vernon, 1969; White, et al, 1973).

In summing up the research to date Bronfenbrenner concludes that:

> The evidence indicates that the family is the most effective and economical system for fostering and sustaining the development of the child. The evidence indicates further that the involvement of the child's family as an active participant is critical to the success of any intervention program (1974, p. 17).

In an important review of the research on "Parents as Educators", Schaefer (1972) summarizes the research which seems to indicate a high relationship between parent behaviors and intellectual and academic development in children.

Visiting the home would seem to be the most effective method of having an impact on parenting skills according to reports of projects which attempted to secure parent involvement through other techniques. Radin (1972) utilized three groups to test the impact of maximum participation (involvement in group sessions, home visits) on parents with children in a prekindergarten group program. Although she reports that only the group with maximum participation maintained the gains in verbal growth through the kindergarten year, only thirty-nine per cent of the parents attended half or more of the group meetings. In the group with no home visits, there were no measurable changes in the mothers or gains for the children. Purnell who attempted to involve parents in his summer program reported that "...direct participation in the daily activity of program was disappointing" (1972, p. 455). Gains for the children were minimal.

On the other hand several projects since 1965 have had success in obtaining and maintaining gains by providing additional stimulation and enrichment in the home environment. A variety of in-home techniques appear to have yielded worthwhile outcomes. Some have combined preschool group activities for the child with frequent, weekly or oftener, home visits (Gray & Klaus, 1968, 1970; Radin, 1972; Radin & Weikart, 1967). Karnes, et al (1972) utilized parent groups with in-home visits. Some have utilized a "toy demonstrator" who took materials into the home (Levenstein, 1971), and others a home visitor with the stress on materials and activities found in the home (Barbrach & Horton, 1970 a, 1970 b). Nimnicht & Brown (1972) used a parent group only where a "teacher-librarian"

demonstrated a new toy at weekly sessions with parents.

The majority of the projects had the implicit or explicit principal goal of effecting a change in the mother's behavior with her child with a view to making her an effective educational change agent. They intended to do this through specific modelling of effective mediating techniques by the home visitor (Barbrach & Horton, 1970 a, 1970 b; Gordon, 1970; Karnes, et al, 1972; Levenstein, 1971), or sometimes by direct teaching of proper techniques (Nimnicht & Brown, 1972; Radin & Weikart, 1967). The DARCEE projects (Barbrach & Horton, 1970 a, 1970 b; Giesy, 1970) were particularly concerned about the rights of parents involved. The Home Visitors' Guide comments: "Our basic approach needs to be a respect for the individual with whom we are working and for his and/or her dignity" (Giesy 1970, p. 5). Parents were given the choice of whether or not to become involved, and the importance of project staff respecting family privacy is continually reiterated. Pre-service orientation emphasizes the development of sensitivity to non-verbal and verbal signals from families. (Barbrach & Horton, 1970 a, 1970 b; Levenstein, 1971) and the need to be aware that "... the line which is drawn is probably different in every home" (Giesy, 1970, p. 5).

The successful outcomes obtained by these programs suggests that respect for parents and family is basic to operation of home-based programs.

The projects surveyed utilized a variety of staff persons. Levenstein (1971 a, 1971 b) initiated her project using professional social workers first and then untrained professionals as *Toy Demonstrators*. She found no difference in outcomes.

Similarly, Barbrach & Horton found no differences resulting from a comparative study using a trained professional teacher and pretrained paraprofessionals.

In both cases, the paraprofessional staff had specific pre-service training and their skill level increased with experience.

Levenstein surveyed parents before and after her project and reported that adult women visitors were most preferred but that otherwise there were few concerns.

Most projects report a pre-service orientation for home visiting staff in which skills are developed in relating to parents and children in a warm accepting manner, observation and record-keeping, the use of materials and procedures for modelling and teaching especially in a facilitative, non-didactic manner. In most cases, the paraprofessionals were supervised by skilled professionals or paraprofessionals with experience in similar programs. The success of paraprofessionals is attributed by some researchers (Barbrach & Horton 1970 b; Gordon, 1969, 1971) to their ability to relate to low income families because of similar background. The research in respect to staff seems to suggests the need for specific skills, irrespective of professional training the need for pre-service training to provide these skills, the need for skilled professional or experienced supervision and the need to match home visiting staff to families.

Materials provided by the home visitor played an important role in every home visiting program, and staff were equipped with knowledge about the materials and procedures for using them. A relationship

between the presence of stimulating materials in the environment and children's success is suggested by writers such as Bronfenbrenner (1972), Schaefer (1972), and White (1973). Purnell (1972) reported that for his group of low socioecomic status (SES) children, "... constructive and creative educational toys were absent from homes..." (p. 455). This was also reported by Grey & Klaus (1970).

Some projects preferred to emphasize materials found in the home. Gordon used these with infants, but found it necessary to introduce additional materials for two and three year olds (Gordon & Guinagh, 1969). Gordon (1971) had as a principal criteria for materials that they provide enjoyment for both mother and child. He found that materials had to be changed during the second year of the project to maintain interest. He says that we lack a knowledge of the most acceptable materials and tasks but that those selected must be consistent with the current skills and abilities of the child (Gordon & Guinagh, 1969).

Levenstein who developed her Verbal Interaction Stimulus Materials (V.I.S.M.) toy chest of twelve books and eleven toys based her selection on the opinions of the mothers and the toy demonstrators. All the materials are available commercially and there is a different set for each age group. Additional criteria which she suggests for selection of materials include safety, durability, easy care for the mother, and low anxiety potential: the mother does not worry about the child's success (1969). In a comparison of groups in which one received the toys alone, one received visits and toys, she found significant gains in I.Q. levels for the former despite a loss in verbal quotients. She

interprets this as suggesting that toys and materials may be a powerful imput (1971 a).

Most of the projects utilized skill and conept categories for developing sets of materials and providing experiences. There was a particular emphasis on language, and sensory stimulation, psychomotor cordination and cognitive organization skills. Categories mentioned include:

matching, recognition, identifying (Barbrach & Horton, 1970 a);

art materials, manipulative, unstructured, didactic, left-right and visual-motor coordination, form perception and classification, sequencing, matching, seriatim, color and number, fine motor (Karnes, 1972);

verbal, perceptual, motor, conceptual (Levenstein 1969 a);

perceptual and conceptual, sequencing, groups, discriminating, recognition of color-shape-number, relational and sensory concepts, verbal communication (Nimnicht, et al, 1971);

books, records, games, physical activities, puzzles, blocks, toys, art (Schaefer, 1969).

Nimnicht designed the *TOY LENDING LIBRARY* to provide toys intended to teach specific fundamental concepts and skills and to promote problem-solving techniques. He felt it was important that the toys strengthen self-concept by providing opportunities for success and promote independent learning. All the toys involved a high degree of manipulation. In evaluating the toys he gave first importance to interest, and second to mastery (Nimnicht et al, 1971).

It is not always clear whether the materials were left in the home or not but the outright initial gift of the *Toy Chest* to the family is paramount to Levenstein's *Verbal Interaction* project (1969 a).

Gordon suggests either a permanent or temporary loan basis (Gordon & Guinagh, 1969) and Nimnicht's *Toy Lending Library* is on a temporary basis (Nimnicht et al, 1971).

It appears that the introduction of materials and experiences is probably important in home based programs and that a wide variety of materials for different purposes is the safest approach. The materials should be specifically suited to the age and needs of the particular child, and might be left on either a temporary or permanent basis.

Most of the programs with two five year old children were carried out as intervention programs with families selected according to criteria such as low income, low educational levels in parents, semi-skilled or unskilled occupations, receiving welfare, substandard or poor quality housing. Gray & Miller (1967) discuss the apparent significance of class and ethnic factors on cognitive development, but state that the correlation of these to parent behaviors is unclear.

Nimnicht & Brown (1972) report using parents with incomes too high to qualify for headstart programs but too low to pay tuition fees in private nurseries.

Burton White (White et al, 1973) provided some important perspective through the *Harvard Preschool Project* where he first identified the characteristics of the competent, comfortable, confident coping child and then attempted to discover the maternal behaviors that resulted in a child possessing those characteristics.

He found these children and mothers through all levels of SES, so it is clear that this is not the only necessary criterion for select-

ing families. It would appear that if enhancing maternal skills is effective for low SES families, it should have equal pay-off value for higher SES families.

Parfit (1974) commented on the findings that poor material conditions did not permit some mothers to become effective change agents.

It appears that SES has implications for probable need for intervention and probable success in intervention programs.

Since higher SES families may have a strong possibility for self-education, it may be vital to focus on the family where imput is vitally necessary, but where there is a possibility of some success. For the family of very limited resources, the alternative approach of major environmental change used by Heber & Garber (1973) as reported by Parfit (1974) seems to offer more possibility of success.

Although the majority of programs we are dealing with focus on a "target" group of children from two to five years, there are frequent references to the "vertical diffusion" effect whereby the improvement in maternal skills results in measurably differences in younger siblings (Gordon, 1972; Gray & Klaus, 1970). Barbrach & Horton (1970 b) specifically observed the need to train mothers to scale activities up and down to meet the needs of older or younger children.

Although there is no agreement on the most desirable age for intervention in the home, some writers (Bronfenbrenner, 1974; Gordon, 1974; Schaefer, 1972; White, 1973) emphasize the importance of intervention before or at the earliest stages of language development, one to three years. Gordon (1974) suggests that findings from studies indicate

declining gains for intervention at older ages.

All of the programs reviewed were based on conventional research designs, utilizing one or more treatment and control or comparison groups. The frequency and duration of treatment (visits to homes) showed considerable variation. Methods of assessing treatment outcomes included use of standardized tests, particularly the Stanford Binet (S-B) and Peabody Picture Vocabulary Test (PPVT). Parent interviews and rating scales for degree of parent involvement were also used.

Barbrach & Horton (1970 a) made visits over a forty week (ten month) period. They found little significant differences between control groups on the S-B and PPVT. This may be due to the short duration of the intervention and the effect of the time taken by the *Home Visitors* to develop skills.

For their second project (1970 b) they created a special DARCEE concept test to meet "... evaluation needs created by the relative insensibility of the Binet, PPVT and other standard psychometric measures to the effects of compensatory preschool intervention programs..." (p. 30). They were unable to find significant differences between groups except on their own measure. On the basis of observation they report significant changes in the mother's manner of teaching their children: the mothers becoming more specific, positive and less negative.

In Gordon's project (1971) paraprofessionals visited the home once per week for one or two years with the addition of the small group setting of four hours per week for the two and three year olds.

Seventy-four per cent of the home visits were completed and less than ten per cent of the 258 mothers and children withdrew from the project. They used the Stanford Binet to determine significant improvement in cognitive performance of the children. Despite calling the S-B a fine instrument, he expresses concerns about its ability to relate to some of the important gains made by children and recommends the need for more work to develop effective standardized measures. Fifty-three per cent of the experimental mothers reported they were significantly more involved in the learning of their children as compared with thirty-one per cent of the control group, and seventy-eight per cent reported that they saw their child in a more positive light.

The *Early Training Project* of Gray & Klaus (1968) utilized sixty children in four groups, two treatment, and a local and distal control group. The first treatment group had three summers of a group program plus weekly home visits for the remainder of the year. The second treatment group commenced one year later for only two summers and two years of visits. They found gains over the treatment period, but the four groups were close together during the first year of school.

They used the Stanford Binet, Weschler Intelligence Scale for Children (WISC), Peabody Picture Vocabulary Test (PPVT) and the Illinois Test of Psycholinguistic Ability (ITPA) for measuring outcomes. In the follow-up study which used the S-B, PPVT and Metropolitan Achievement Test (MAT) to measure outcomes in the first three grades, they report decreasing effect of intervention each year until the end of the fourth grade when no significant differences were apparent.

Karnes used two treatment groups of ten mothers each year for two years and a post-hoc comparison group selected to match the experimental groups. The experimental groups met for seven to eight months in group meetings followed by monthly (or oftener if necessary) visits to the homes. Using the Stanford Binet & Illinois Test of Psycholinguistic Abilities, he found a difference of 16 I.Q. points between the experimental and control groups. He suggests that the motivation of the mothers in the experimental group is an unmeasurable variable that may not exist in the control group.

Levenstein (1969) used three groups for forty-six home visits over a seven month period for each of two years. The first received semi-weekly, one-half hour visits, a toy chest and modelling of desirable adult behaviors by the *Toy Demonstrator*. She evaluated by means of standardized tests, mothers' reports at the final visit ending each year, teachers' reports of the child's psychosocial behavior in school the term following the program, and the *Toy Demonstrator's* reports on children's and mother's behavior. She found significant gains for the experimental group in both low-verbal and general intelligence test scores and these were maintained two and one-half years later. Gains at two years did not surpass gains at three. The group receiving no modelling made significant gains in intelligence scores but lost in verbal scores. She reports marked changes in maternal behaviors: experimental mothers were less punitive, had improvement in family interaction and their own attitudes, and more positive interaction with the child. She studied the high variability of children's gains and suggests that the socio-emotional and language skills were a

significant factor in high versus low gainers and that these skills in turn are chiefly influenced by the mother-child factors although total family factors are often involved. She found no impact of family size.

Radin (1972) used three groups. Each group attended a half-time preschool group program. In addition, one group had home visits and parent group meetings with a social worker, a second group had home visits but no group meetings, and a third group had home visits without the mothers present and no group visists. Only thirty-nine per cent of the mothers attended at least one-half of the group meetings. Using the S-B and PPVT, he found no discernible differences in gains between groups of children in the pre-kindergarten year, but the group without any parental involvement showed no continuation of verbal growth in the kindergarten year. There were discernible changes in the mothers. The group with maximum involvement showed a significant increase in educational materials in the home and a decrease in authoritarian behavior.

Radin & Weikart (1967) involved twenty-four children (twelve three year olds and twelve four year olds) each year for five years in a project which combined weekly ninety minute private home teaching sessions with a daily three hour nursery school. They recorded in-home mother involvement on a six point scale and found one third of mothers spent an extensive amount of time participating. They found a range of gains made by children in the project. The main differences between high and low gainers were related to living in public housing-65% of

low gainers but only 46% of high gainers lived in public housing - and the participation of other children in the sessions, 46% of high compared with 67% of low gainers had other children present during home visits.

Schaefer (1969) provided a program in which two tutors alternated weekly in visiting each child one hour daily, five days a week from fifteen months to three years of age. This project had experimental and control groups of thirty-one children each; Gains in I.Q. which occurred during treatment showed a significant drop one year later. This was attributed to lack of maternal involvement. He found a significant correlation of corestyle to the child's behavior and mental test scores determined by the Bayley Infant Mental Test, the S-B and RPVT. Mother participation was evaluated, one-third showing a great deal of participation, one-third moderate participation and one-third little participation.

Related to the problems of measurement described by researchers above, other writers have pointed out the limitations of current instruments for evaluation of program outcomes with young children (Deutsch & Deutsch, 1968; Glick, 1968; Stott & Ball, 1965).

Despite the long-term nature of most of the projects described above the problem of determining significant outcomes still exists and is confounded by the problems of measurement instruments which probably do not measure some of the most desirable changes in child development, and by a wide range of variables which might influence behavior. The possibility of obtaining significant evidence of change in a short term project appears slight.

One significant factor causing change appears to be the impact of the mother's involvement and modification of behavior. Some of the projects attempted to measure change in the mother's style but Coller's (1972) review of mother-child interaction scales indicates that most are in the development stages with few having reports on validity or reliability. They require laboratory procedures and extended observation. Using these measures would appear to require staff trained in their use with considerable time for observation.

Nevertheless many of the programs report a degree of less formal evaluation resulting from anecdotal records maintained by home visiting staff, parent interviews, the use of rating scales on home environment and parent involvement and staff debriefing interviews. The detailed guides for home visitors available from DARCEE (Giesy, 1970) and the *Verbal-Interaction Project* (Levenstein, 1969 c) provide useful information and recommendations for similar projects.

The wide variation in the type of treatment carried out with the experimental group does not provide clear evidence as to the most desirable timing or duration or frequency of visiting. Most programs appear to provide a weekly or oftener frequency of visiting from one-half to one and one-half hours in duration.

Costs were provided by only two projects, DARCEE which indicates a top cost of $440 per child per year with a professional teacher visitor. Costs decline with the use of paraprofessional staff (Barbrach & Horton, 1970 b). Levenstein (1969 a) found that the materials cost one hundred dollars per child including the toy chest for each of two years, and a total cost of four hundred dollars per

child per year including materials.

Assumptions

From the review of the literature outlined above, we felt that the following assumptions could be safely made:

1. Family factors have a high degree of both immediate and long-term effects on child development as measured by a variety of tests prior to and in school. Although the many possible family factors have not been sorted out, it appears probable that the mother is a dominant factor. Two factors affecting the mother's influence appear to be the mother's perception of herself as able to influence the child's development, and the mother's perception of the child as having the ability to succeed. Other family factors which probably have considerable influence are the materials and experiences provided by the home, and the mediation of these experiences through language.
2. Intervention in the child's environment can be effective provided it begins early enough, probably at or before the age of language development, and provided the modifications are of sufficient degree to effect a change: the more severely depriving the environment, the more massive the intervention required.
3. There are no confirmed techniques for modifying the environment. At the present time, the most effective procedures would appear to be a combination of introducing a variety of materials and experiences plus attempts to upgrade the mother's self-perception and mediating techniques in situations where the environmental deficits are not so severe as to prohibit the possibility of

change.

4. The use of an adult in-home model is probably most effective in changing maternal behavior. This model must possess several important skills: ability to relate to the particular family especially mother and child, ability to be accepting of the family, knowledge of child development, and the use of non-didactic teaching techniques. A high degree of success can be obtained by non-professional persons provided there is pre-employment training in the specific skills necessary and that there is skilled professional supervision.

5. The probability of achieving significant measureable outcomes on psychometric devices on a short-term project appears to be extremely limited and offset by the necessity of maintaining an effective working relationship with the family and of giving consideration to the staff and funds available.

However the outcomes achieved by these projects indicated the strong probability that a project utilizing relatively untrained student visitors following a short orientation and using specially developed materials would have a probability of achieving the desirable outcomes of enhancing the skill level of student teachers in working with parents and developing materials for young children and enhancing the mother's perception of herself and her skills in providing educational experiences in the home.

II. Project Operation

1. Project Timeline

An approach to Early Childhood Services was first made in January. A tentative proposal was prepared and submitted to E.C.S. by Campbell and Everett and this was followed by discussions on funding and operating the Project.

The original plan was to establish the project committee in early April and to carry on home-finding and securing a project coordinator during that month.

It did not appear wise to take up the time of the persons to be involved nor to initiate contact with families until funding was formally guaranteed which did not occur until the end of April. This delay created considerable pressure on the Project Directors and the Coordinator. The former were forced to delay the final decisions and arrangements with respect to integrating the project into the course to be taught during Spring Session May 6 to June 15th, and then were under great pressure to complete these during the week of May 1 - 6. The latter, hired only on May 1st, worked very hard the first week of May; acquiring a list of prospective families, visiting families to request and confirm participation, and providing E.C.S. with the information required for funding.

During the period of the Early Childhood Curriculum and Instruction Course, May 6 to June 14, the project was carried on by the students working under the Project Directors who were the course instructors, and the Project Coordinator who organized student - home visits, purchase of kit materials, maintenance of log books and other tasks

related to the project.

The students prepared kits, visited homes and organized group sessions for parents at the University Kindergarten which was not in regular use during June.

After June 14th, a Project Assistant was hired to work with the Project Coordinator making home visits, exchanging and repairing kits, organizing parent outings, maintaining log books and project records, and assisting the Project Directors in evaluation of the project. The project terminated August 31st with all the kits collected and returned to storage at the University.

Throughout the project, the Advisory Committee met regularly, and frequent meetings were held between the Project Coodinator and Project Directors. Two participating parents were added to the initial Advisory Committee.

The project proposal as finallly adopted by the Advisory Committee, the Department of Elementary Education, and Early Childhood Services is included as Appendix A.

2. Project Objectives

The following list of objectives was developed to guide the advisory committee and the project staff in making decisions with respect to the project, and for evaluating the success or failure of the project:

1. To determine if the stimulus provided by an in-home service will lead to parent involvement and continuation of a program.
2. To provide an effective pre-primary experience to the children and

families.

3. To provide students with an opportunity to utilize course theory in a relevant and meaningful way.

4. To provide useful information to E.C.S. regarding:

   (a) alternative ways of providing services to families,

   (b) parent-development techniques,

   (c) appropriate materials for kits.

5. To provide useful information to the University on training of teachers for early childhood programs regarding:

   (a) alternative ways of making theory relevant to practise,

   (b) techniques for implementing and internalizing theory.

3. The Advisory Committee

Original intentions were that the project would be operated by this Committee. Technicalities which permitted funding only to an incorporated body and the shortage of lead time necessitated formal operation under the University of Alberta, Department of Elementary Education. Decision making with respect to operating policy was carried out entirely by the Advisory Committee.

The Advisory Committee was established as the policy-making body for the Project. Members were selected to provide a variety of backgrounds and because of their previous involvement in working with families in a variety of contexts. Two members from the participating parents, and the Project Coordinator were added to the original group of six.

This Committee held six meetings summarized in the following paragraphs:

i) April 18th to establish policy, review the draft proposal, to establish criteria for a project coordinator, and to establish criteria for selection of homes.

ii) May 1st with the newly appointed Project Coordinator to review policy, discuss responsibilities of the project coordinator, and to develop criteria for evaluation.

iii) May 16th to receive a report on the progress of the project including selection of families, problems of delayed funding, a report on course content related to the project, and the appointment of parent representatives.

iv) June 12th with the newly appointed parent representatives present to hear a progress report on the project including continuing delay of funding, review of the buget, outcomes of student involvement, family involvement, criteria for project assistant, future plans, and plans for the preparation and distribution of report.

v) August 21st to receive a final progress report of project activities, budget review, retrieval and storage of kits, letters of appreciation, letter of concern re funding delay, preparation and distribution of project report.

vi) A final meeting September 25th to review the draft of the Project Report.

4. Families and Children

Before setting criteria for selecting families, discusssions were held with a number of r ource persons who were knowledgeable about the distribution of preschool services within the city. We were looking for a group of families within a restricted area for several reasons:

a) We needed a limited area to permit the parent interaction and cohesiveness necessary if Objective 1 was to be achieved (See page 20).

b) The problems of transportation for student participants required a relatively small area easily accessable by bus within a reasonable travelling time.

c) The need to circulate kits and make home visits by a project staff of two required homes reasonably close to each other.

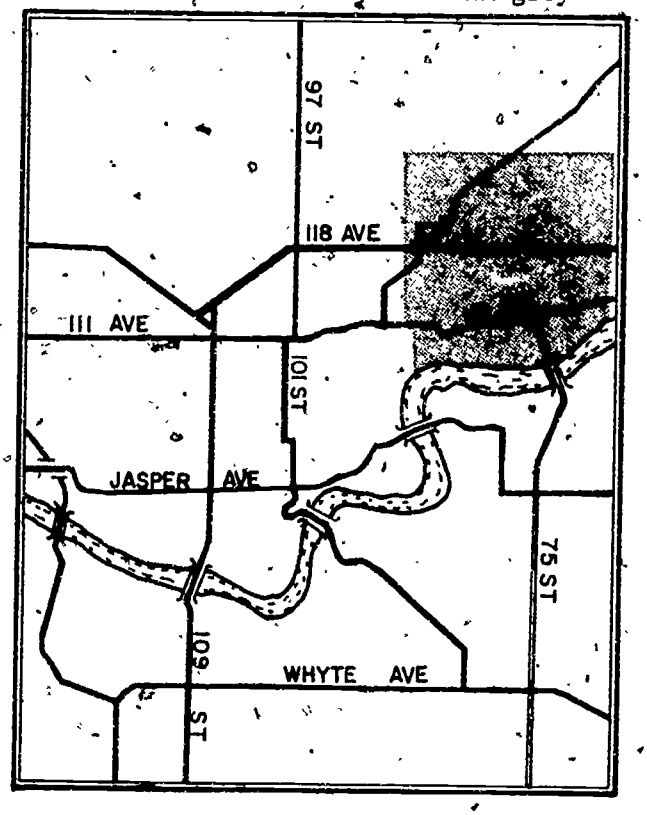
d) The plan to hold group outings, which was related to achieving Objective 1 by promoting interaction among parents, required bus pickup, and a smaller area would facilitate this.

The Advisory Committee finally selected the Eastwood area of Edmonton as an area within the City which probably had the fewest preschool group programs. This area is outlined on the map (Table 1, p. 24). This area has been classified by Early Childhood Services as a "disadvantaged area". Such a definition is based on the following criteria:

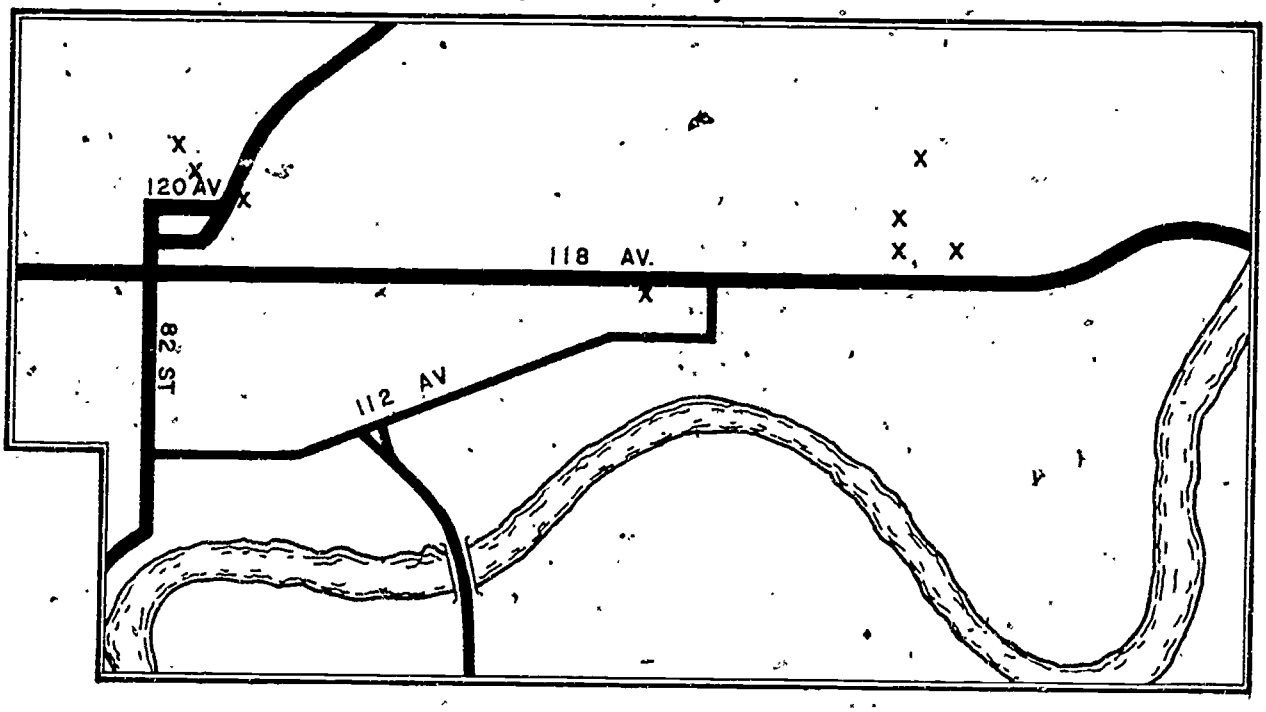
(a) Children who meet the following criteria:
(i) Culturally different and/or educationally disadvantaged (school achievement, attendance, Drop-out rate, is below acceptable level).

City of Edmonton

Eastwood Area shown in grey



Enlargement of Grey Area



General Location of Homes indicated by X.

(ii) All children who reside within an area of the Province designated for particular attention and opportunity. Certain school districts and particular "inner city" areas of larger urban districts will be designated for special attention.

(iii) Any child from a "disadvantaged" area is eligible to enter an approved program if his age as of September 1, 1973 is 4 years, 6 months but less than 5 years, 6 months.

(b) CHARACTERISTICS: At least 15% of the children have environments that limit them from having a fair start because of such conditions as poverty, severe isolation, protein-calorie malnutrition, single parent care, paucity of language stimulation, detrimental and/or limited home experiences, and deviant cultural differences and ethnic patterns.

(Operations Manual for Early Childhood Services, p. 24)

Selection of families for participation was done according to the following criteria established by the Advisory Committee subject to the constraints imposed by Early Childhood Services for funding:

a) The family must have a child born between March 1, 1969 and March 1, 1970 and therefore eligible to enter a kindergarten program in September 1974 in order to qualify for E.C.S. funding for the project.

b) The child and parent must have a working knowledge of spoken English in order to communicate effectively with the student and visiting teacher.

c) The mother must be at home during the day and willing to participate in the project.

d) The family must have no previous exposure to preschool experiences.

e) There were younger siblings present who might enhance the

experiences of the students in the course. (This was not a necessary factor).

f) There appeared to be a good possibility that the student would be able to work effectively with the family. It was hoped to avoid families with severe problems requiring skills the students would not have.

Lists of possible participating families were received from the Eastwood Health Clinic nurses, the principals of St. Leo and St. Clare Separate Schools both of which had no kindergarten programs prior to 1975-76. Because these lists did not provide enough families, additional names were secured from Newton School which did have an operating kindergarten. In addition, names were provided by families visited.

One family was required for each student registered in the Spring Session Ed. Ci 404 course, a total of nineteen families, and the deadline for submitting names for funding was given as May 6 by Early Childhood Services. Sixty families were visited in the limited time available and in order to obtain the required number, it was necessary to disregard the criterion of "no previous exposure to pre-school experience" for five families, three of which had older siblings attending kindergarten programs, and two where parents were on the Parent Committee for the proposed kindergarten at St. Leo's School.

Each family was approached by the coordinator who explained the project to the parent. There were varied reasons for refusal to participate:

1) family holidays and visiting relatives from overseas
2) insufficient working knowledge of English
3) previous exposure to preschool programs
4) mothers who worked
5) regular doctor's appointments
6) openly showed disinterest (only two families)

Participants were told that a student would contact the family to arrange a date for her first visit at which time she would merely become acquainted with the parent, family and child. No written information was provided about the project.

We felt it was very important to establish a firm basis of trust and respect with the families. Therefore no effort was made to secure data on families through direct questioning. Any information was acquired informally through observation and casual conversation so common data are not available in all categories for all families.

The nineteen families finally confirmed were scattered throughout the Eastwood area. These families had a total of sixty-nine known children (Table 2, p. 28). Known total size of family ranged from three to nine persons, with from one to seven known children. There were three families with just one known child and all of these were two-parent families. Three families had two known children, three families had three known children, five families had four children, and five families had five or more children.

For children under five years - six months, six families had one, five families had two, five families had three, and three families had four, a total of forty-three children, twenty-eight boys and fifteen

TABLE 2

Total number of known children in the nineteen families involved in the Project.

	Older Siblings 5½ - 16 yrs.		Children 4 yrs-6 mons to 5 yrs 6 mons		Children under 4-6		Total
	Boy	Girl	Boy	Girl	Boy	Girl	
				1			1
			1				1
			1				1
			1		1		2
			1			1	2
			1		1		2
	2		1				3
			1		1	1	3
			1	1	1		3
		1	1			2	4
	1	2	1				4
		1		1	1	1	4
				1	1	2	4
		1	1		1	1	4
	3	1	1				5
	1	3	1		1		6
		2		1	2	1	6
	1	4	1		1		7
		3	2		1	1	7
TOTALS	8	18	16	5	12	10	69

girls. Twenty-one of these were between the ages of four years-six months and five years - six months and twenty-two children were under four years - six month. There were sixteen boys and five girls in the 4-6 to 5-6 category; twelve boys and ten girls in the under 4-6 category.

Fifteen were two-parent families and four were single parent families, the single parent being the mother. Two families were second marriages. In ten families, the parents estimated age range was 20 to 30 years, in six families it was 30 to 40 years, in two families it was 40 to 50 years, and in one family 50 to 60 years (Table 3, page 30).

We originally attempted to identify a group of children, as "target children" for purposes of funding. However, we were able to abandon this limitation when funding was made available on a project basis. Although the group of children four years - six months to five years - six months was the main focus for kits and teachers, all the preschool children were involved for most families, and sometimes older siblings as well.

Careful recording of all observations of the children in the 4-6 to 5-6 category over the four-month period of the project led project staff to conclude that most could be identified as within the "normal" range of development for their ages. Six exhibited some emotional problems, such as, high levels of insecurity and dependency. Four children had slight speech problems, and one had a severe problem, the child's speech being quite unintelligible.

TABLE 3

Estimated age range of parents

20 - 30	30 - 40	40 - 50	50 - 60
		X N	
	X N		
X			
X			
	X		
	X *		
X			
	X		
		X	
	X		
X			
X			
			X
X			
X *			
X *			
X *			
	X		
X			

* - single parent

N - second marriage

This child had not spoken until four years of age and had three older siblings attending special schools. One child was identified as possessing possible learning or perceptual difficulties, and one was in poor health.

The families represented a wide range of known or inferred ethnic backgrounds: eight families were of white Anglo-Saxon background, two families were of Ukrainian background, one of Italian background, three were Canadian Indian background, and five were of mixed Canadian Indian and non-Indian background.

Income levels could only be estimated and were placed on a five level scale relating to the project. Two families were rated high, one low and six were known to be receiving social allowance (Table 4, p. 32).

Observed learning conditions as indicated by size of family, type of housing and ownership, where known, appeared to be a more significant indicator of economic well-being. This is probably true because longer established families on low incomes had used the longer period of time to acquire a home and belongings which appeared to provide a more comfortable life style. They had a higher level of disposable income which could be used for other than basic necessities. Differences in living conditions appeared to be due to the age of parents and children, the number of children in the family, the sense of values and ability to manage money. Ten of the families appeared to have adequate or better accommodation according to family size and they maintained a reasonable, comfortable standard of homemaking. Seven families appeared to have minimal and two families definitely inadequate accommodation for family size with a number of these ex-

TABLE 4

Estimated Income Level

(As compared with other families in project)

	High	Average to high	Average	Average to low	Low	Social Allowances
	X	X heavy equipment mechanic	X Plant Shift Worker	X truck driver	X Shift worker in plant	X
	X Works with air-planes	X	X	X dry wall worker		X
		X	X pipe insulator	X salvage worker		X
			X			X
						X
						X
TOTALS	2	3	4	3	1	6

The table shows some known occupations which may indicate income levels compared with the general population but we did not attempt to carry out such a comparisons.

hibiting a less than a comfortable level of furnishings and living conditions. Eleven families lived in single-family dwellings, three in suites, three in two family dwellings, and two in multiple-family housing.

All the families with the exception of two remained in the project until its completion. One family dropped out of the project at the end of the first six weeks and another left one month before the end because of a move. Some families were not visited for short periods due to vacations and one family was "lost" for a few weeks due to a move but returned to the project before its completion.

Families were divided into three groups based on whether or not children were registered in kindergarten programmes for September 1974. Each of the groups were designated by a color: the blue group consisted of children who were registered in an existing kindergartens; the yellow group consisted of children registered in proposed kindergartens and the white group consisted of children who were not registered in kindergarten.

No attempt was made to pre-test children entering the project for reasons discussed in the introduction. Our main goal was to establish profitable trusting relationships with the families by presenting the project in the least threatening way possible, and to avoid anything that might have an effect on the parent-child interaction. In any case, the short period between acquiring the families and the need for students to begin home visits would have prevented any such testing.

5. Project Staff

Two paid staff were employed for the project to provide a ratio of one visiting teacher to each ten families. This was felt to be a workable ratio. The principle function of the two staff, following the completion of the student involvement, was the circulation of kits and the making of home visits to families at two week intervals. A description of the desired qualifications and responsibilities of both the Project Director and Assistant are included in the Project Proposal (Appendix A, p. 5 and 6) and additional detail on the home visits is included in this report, "Activities with Families" (p. 46).

In addition to the visiting, the Project Coordinator also had responsibilities relating to coordination and supervision. Overall administration and bookkeeping were carried out by the Project Directors and Department of Elementary Education office personnel.

Dorothy Howard, who possessed a Bachelor of Education with a specialization in Early Childhood from the University of Alberta, was hired as Project Coordinator. She possessed many years of teaching experience with kindergarten and primary children in England and Quebec and Northern Eskimo and Indian Communities in Canada.

Ellen Thompson who had completed two years of training in Special Education in the Faculty of Education, University of Alberta, was hired as Project Assistant. Ellen had worked for three and one-half years as an assistant in the Glenrose Hospital preschool program, and at the Provincial Department of Social Development in Child Welfare.

Because the project was structured in as flexible a manner as

possible to enable project staff to respond to emerging needs, it was necessary for the staff to operate in a spontaneous manner according to the needs of the moment. Staff found that when they were presenting materials to the "target child", they frequently had a group of children including younger and older siblings, relatives, friends, and neighbors. In addition to picking up kits and passing them on to another family, they found it necessary to locate and check kit materials before presenting a new kit, and to discuss the experiences of the previous two weeks in relation to kit materials. In some cases, their role expanded to that of a companion and social contact for the mother and sometimes a shoulder to cry upon. Some hard decisions were made with respect to the amount of involvement that was wise and possible, especially when requested to provide transportation in a situation where a woman made a decision to leave her husband.

Among other unanticipated responsibilities the staff were required to spend a considerable amount of time repairing and replenishing depleted kit materials.

In general, the staff carried out the duties outlined in the Proposal except for preparing the report. On the recommendation of the Advisory Committee the report was prepared by the Project Directors on the basis of information provided from all possible sources.

Students

Nineteen students who were taking the course in Curriculum and Instruction in Early Childhood, Ed. CI 404, were involved in the project from May 6th to June 14th. They participated as part of the

requirement for credit in the course which consisted of three hour morning sessions followed by a one and one-half hour afternoon lab. The latter time was used flexibly to provide for the visits to the homes, preparation of materials, seminars and other activities. It was obvious that we would need to provide experiences to enable students to acquire new skills and strategies in addition to those already included in the early childhood training program. A complete outline of the course content, and the student involvement is included in the Project Proposal, Appendix A. (page 3).

Each student was assigned to a family with one or more children of preprimary age. The student made several visits to the home, preparing a trial kit of learning materials after the first two visits, and a second permanent kit, for circulation during the rest of the project. In addition, the students planned a group session which brought together several children and parents.

Students were involved for the purpose of gaining experience in working on a one-to-one basis interacting, observing and prescribing experiences for children of a variety of ages, and experience in interacting with and developing relationships with parents as a basis for an understanding of families and their function. Both in-class and in-the-field experiences were utilized in developing these skills. The students were involved in encounter sessions to develop increased awareness and understanding of themselves and how their personal biases and expectations might affect their encounters with parents. Frequent small group sessions with staff and selected guests (e.g. health nurse, home visiting teachers) were held to discuss emerging needs and

problems arising from their visits with families. Through role playing, students were encouraged to develop a greater sensitivity to the feelings of children, parents, colleagues and community members and greater skill in handling new and sometimes difficult situations. Verbal and nonverbal communication skills were assessed for their effect on developing rapport, trust and interest with families whose life style was often extremely different from the student. A professor of family studies was invited in to provide a better understanding of the family unit and the child's place within that unit.

In addition to developing a deeper understanding of young children's developmental stages, needs and interests through reading, films and observation, special attention was paid to the type of interaction among children, their parents and siblings. Experiences and materials were specifically prepared for children of different ages to supplement or enhance the child's previous experiences. Reaction to, and interaction with, the material was carefully observed and assessed in terms of appropriateness for each child and needed modification suggested.

The students ranged in age from eight who were under thirty, eight between thirty and forty, to three over forty. Seven students had children of their own. Three students were completing their third year of training, thirteen were in their fourth year, and three were in post-graduate programs. Six students had only student teaching experience in primary grades, ten had between one and five years of teaching experience in kindergarten and primary, one had over five years of experience, one had completed one year as a teacher aide in

grade one, and one had substituted. There was a wide range of personalities and characteristics.

No attempt was made to match families to students, other than permitting students to select a family based on information on location, number and ages of children and ethnic background.

According to their logbooks, class and private discussions and the observations of the instructors and Project Coordinator, the students became very involved in the project. The majority of students spent from forty-four to seventy hours in the preparation of kits and visiting the homes, with two spending slightly fewer hours and two spending more. This amount of time is far in excess of the normal laboratory requirements in this course.

6. Kits and Materials

The kits were intended to provide an incentive for families to become involved through having access to both the resources of the kit and the home visitor. They were designed to provide experiences for the child which he might not otherwise have had. Because we hoped that the kits would provide the parents with ideas for using in-home materials in a more effective way as well as with ideas for good materials to purchase, the kits included materials found in the home, as well as commercially prepared materials. Finally the kits were intended to provide students with an opportunity to select and make materials, so the kits contained a number of student made materials.

During the first week of the course students were provided with theory on child development and on materials and equipment for young

children. The student prepared a "bag of tricks" of approximately five toys or play materials which she took on her first visit to the family to occupy and interest the child and gain some information on the child's interests the skills. The main objective of the visit was to establish rapport with the parent or parents and to acquire from the parent useful information for preparing a kit for the children in the family.

During the following week, students under the guidance of course instructors planned and prepared a trial kit incorporating a variety of materials assessed as suitable for their particular family, delivered it and spent some time in demonstrating the materials and interacting with the child or children and parents. This kit was retrieved on a third visit the next week when students discussed with parents and children the use of and reaction to the materials contained in the kit.

The first set of kits was evaluated by the students, project coordinator and course instructors on the basis of child interest, use of the materials, and areas of development provided for.

Based on the project literature, advice from Advisory Committee members, and desired outcomes for child development, a general outline was developed by professors and students as a basis for preparing the second set of kits. Rather than a focus on a single developmental or curriculum area, materials designed to contribute to a number of different areas of development were included in each kit. This approach was preferred because it permitted integration of curriculum and developmental activities, and represented an approach to the total

development of the child. Furthermore, we felt that a variety of materials would have a wider appeal to the child, and the possibility of at least some of the materials being suitable to the needs of each child in the family was enhanced.

Each kit contained materials designed to provide an experience in each of eleven areas:

1. Gross Motor- running, hopping, skipping, dancing, swimming, climbing, jumping, bouncing, rolling, crawling.
2. Small Motor- (eye-hand coordination)
3. Sensory awareness and discrimination skills.
4. Abstracting and Mediating Skills- ordering, association, classification, sequencing.
5. Relational concepts - relativity, contrast
6. Language - vocabulary, listening, patterns and sounds, sequencing.
7. Exploring the environment - natural materials, cause-effect, transformation of matter, sequence in time and number, cycles products of technology.
8. Mathematics - one-to-one correspondence, grouping, sequencing, weight, direction, measurement.
9. Self-concept or self-awareness.
10. Expressive activity - painting, dramatic play, puppets, records, instruments.
11. Imagination and feeling stimulator - beauty, enjoyment.

Students were divided into three groups to correspond to the groups of families. Each group made a set of kits. Each student prepared one

kit in the set, and for each kit, the materials in each area had a slightly different emphasis. This provided reinforcement of important skills and concepts but maintained interest and enjoyment and variety. In addition each kit contained a statement of objectives, a suggested activity for parents to do with the child, an inventory, and a list of materials under the following headings:

Curriculum Area	Material	Suggestions	Source	Cost
		for adult enhancement for use	-Manufacturer, if purchased. -Catalogue, page info. -Self-made, a plan or instructions for making -If copied from resource book, give name of book, author, year, publisher, page.	-exact cost if purchased or in catalogue. -if made-include list of necessary materials for making estimated cost.

Also included were:

(i) Information that would be required about a family for sending out the kit such as:

Number and age of pre-primary children.

Type of equipment available in home - record player, cassette tape recorder.

(ii) A list of A.V. equipment needed to accompany or to use the kit.

(iii) A list of materials that required replacing each time the kit was used.

(iv) Safety concerns if kit was to be used in families with younger children. e.g. - small items that might be swallowed, etc.

The second set of kits was displayed for all the students to see and carefully evaluated by the course instructors. In some cases dangerous and unsuitable materials were removed. Outlines of each of the kits arranged under the three groups is provided in *Appendix B. Names of the student-designers are included with each kit. Based on observations of use with the families the kits and materials were evaluated by the project staff. This information is contained in Appendix B with the kit outlines. Students averaged an expenditure of thirty-five dollars for commercial articles for each of the twenty-two kits. Items from the first set of kits were used in the second kit if they fitted the categories. To this was added the cost of materials supplied for making items for the kits. This was estimated at ten dollars making an approximate total cost of forty-five dollars per final kit. Each kit was packed in a single box limited in size for easy portability.

Preparation of the kits would not have been possible without the many long hours provided by the students. Although project funds had not been received from Early Childhood Services, students used their own money to purchase ready-made materials. Raw materials were provided through university funds. Students were

* Available at separate cost to rest of report.

subsequently reimbursed.

To attempt to determine the most effective method of presenting the materials, it was intended that the yellow set of kits would contain instructions for parents, the blue kits would contain instructions for the visiting teacher and the white kits would be self-explanatory. Instead, it appeared that each student presented the materials to the child, interacting spontaneously and according to the child's reaction to the materials. This style of presentation was continued by the two visiting teachers throughout the rest of the summer. It was not found feasible or practical to implement only one method of presentation as had been intended, so each method was incorporated in each visit. The reasons for this were:

1) The role established by the student of interacting spontaneously with the child and materials was continued by the visitng teachers.
2) The children were eager to use the materials, immediately, with the teacher.
3) In most cases parent expectations were that the visiting teacher would work with the child. This idea had been reinforced by the letter of introduction to them (Appendix C).
4) The specific method of presentation was not clearly obvious in each kit. In the case of the white kits, materials frequently required explanation for parent and child if the materials was to perform its function.

The entire kit was left in the home for a two week period. There were no formal instructions regarding its use and care although suggestions were made to individual families. An inventory was included with each kit to aid in assuring the return of all items. The degree to which the kits were used and the extent to which they were cared for varied considerably. Some kits were used with no parent supervision and were returned in extremely poor condition. Some were used only under supervision and were still returned in a haphazard condition and others were used under supervision and were returned intact. Some were extensively used without supervision but thoroughly checked and returned intact. Some were little used and returned as delivered. One mother felt an obligation to replace anything that was lost or broken even though she was told this was not necessary. In some cases staff attempted, where possible, to check the kit in the home before leaving with it.

For the duration of the project following the student involvement the project staff attempted to maintain the kits in their original form. A few materials were removed because they were found to be dangerous. Materials which were lost or which proved not to be durable were replaced by similar materials on hand from the first set of kits or materials purchased cheaply, mainly from the Goodwill Store. One kit containing a large number of materials which were not durable was removed from circulation and the useful materials used in other kits. (Blue #4)

The Blue and Yellow sets of kits were maintained reasonably intact in their original form. They were returned in generally good order by the families who used them.

The White set of kits were more depleted at the conclusion of the project then either of the other sets. This set of kits circulated among families where use by the children was generally not supervised, and they were probably used by more children in and outside the family. Materials were frequently used outside the home. One kit was thrown out as a result of a family disagreement. One kit, White #2, was destroyed on its first visit and was replaced by Alternate Kit #2. The kits required a good deal of repair and replacement but expensive items were not replaced. At the end of the project these kits contained several broken items and one kit was retained in its deplorable state as a sample of what can happen.

Four additional kits were made, one blue, one yellow, two white. These were prepared by the coordinator and assistant from materials on hand from the first set of kits prepared by the students in order to provide extra kits to ease circulation since it was frequently found necessary to retire the kits for a day for repair and replenishment. The restricted nature of materials available resulted in all the extra kits being considered inferior to the others so no outlines are provided.

Approximately seventy dollars was used for kit repairs over the two and one-half month period after they were first put into

circulation. This figure was low because of the use of leftover items from original kits for replacement and the use of scrap and donated materials. All materials lost or destroyed were not replaced.

Following the completion of the project, the kits were returned to the University to be used as resources for teacher education in classes and workshops.

7. Activities with Families

Each cooperating family was contacted initially by the Project Coordinator in the first week of May. During this visit she explained the nature of the project and invited participation. Families who agreed to cooperate were advised that they would be contacted by a student in a week to arrange a visit.

The students were given a week long orientation which included theory on the structure of families, building relationships, and child development. Each student made a phone call or brief house call to arrange for a longer visit, and these were made during the week of May 13 to 17th. The student was given a letter of introduction (Appendix C) to present to the parent, and took along a "bag of tricks" (see p. 41) as a resource. This visit was for the purpose of becoming acquainted with the family and gaining information about the children.

The next week each student returned to the family with an initial kit. Most students were able to remain at least an hour to use the kit materials with the child and to visit with the

parent. The fourth week another visit was made to collect the kit, and to obtain information from the parents and children on the use of the materials. The families were invited to attend a group session the following week at the University Kindergarten located in a former staff residence on the University campus.

During the fifth week, each of the three groups of families attended a group session on one afternoon. The group of students working with each group of families planned and prepared and supervised the session for their families. Families were transported to the session either by the students or in taxis supplied by the project. A total of 10 parents and 17 children attended (Appendix E). The children were able to use the kindergarten toys and equipment. Parents spent some time observing and involved with the children at play.

Each group watched a slide or film presentation showing children involved with materials, and useful experiences that could be provided for children. The groups of new kits were on display and each family attending was able to select a kit to take home. There was some explanation of kit materials by students, and discussion between students and parents about kit materials and other materials of interest to children.

According to original intentions, students were to make one additional follow-up visit to observe response to the kits, but the pressure of other course requirements prevented this, and this follow-up was carried out by project staff.

Each student inaugurated and maintained a logbook in which she recorded each visit to the family. These were read by the Project Coordinator and discussed with the student following each visit. They were also read and evaluated by the course instructors. Discussions were held with instructors and Project Coordinator in the groups working with a particular set of families. These methods enabled the Project Coordinator to maintain her knowledge of the progress of the project with each family.

Following the conclusion of the student visits on June 14th, the Project Coordinator and Assistant commenced visiting the families on a rotating basis. After one family dropped out of the project, the remaining eighteen families were divided between the two staff. Visits to families in their own homes were made once every two weeks, a total of five visits to each home. Every other day, the visiting teachers visited two homes, one morning and one afternoon. (A detailed outline of the visits is included in Appendix D).

Alternate days were devoted to keeping logbooks and records, renovating kits, purchasing materials, research and related activities. Where possible, visits were arranged by telephone the previous day although the visit did fall on the same day every two weeks. The length of time spent in the homes or the date of the visit occasionally varied for a number of reasons: company arrived, doctor's appointment, somebody sick, hangovers, holidays, long weekends, children's departure for the great outdoors, husband's shift work, temporarily unable to locate family due to moving.

It was found advantageous to have half a day to spend in each home without feeling pressured to cut the sessions short because of other committments. The regular routine of visits was periodically interrupted due to summer holidays.

During the visit, the parent generally acted as an observer. The letter of introduction (Appendix C) had requested the parent to remain with the child and teacher during the visit and most parents did so. The following list includes ways in which parents were involved during the visits: maintaining limits, disciplining, positive and negative reinforcement, referee between children, teaching using direct instruction, supporting as a comforting, familiar figure.

In most cases the mother was the adult most involved with the visits. Occasionally there was another adult, sometimes the father, present who showed an interest but primarily as an observer.

In every home visited, siblings, relatives or friends became involved in the kit and the activities. In the case of the older siblings this was primarily due to the fact that the children were home from school for the summer. The largest group at any time consisted of eight children, all of whom actively participated several times in the sessions and utilized the materials at their level. There was a sharing of materials and ideas amongst the children and rivalries occurred because the kits were really not developed for this number of children. When the visiting teacher used the kits outdoors neighborhood friends were attracted and this

led to more group play.

In addition to these regular visits to homes, three additional group sessions were organized. The purpose of these was to allow further group interaction and to provide additional experience for children and parents through exposure to community resources.

Arrangements were made for the group of families working with one staff to visit the Centennial Library, Children's Section on July 9th. Six of the nine families were represented. Four mothers accompanied their children, the Project Assistant took three girls of another family, and one older brother brought his young brother. The families gathered at the Library entrance. The children were very interested in looking at the animals. Mothers followed their children and looked at the animals with them. Only one mother sat down with her son and looked at some books. Others did not take this initiative, until they were encouraged to do so by the Project Assistant.

The Library arrangements included viewing the film Paul Bunyan. This was followed by a return visit to the animals and books, a walk around the main part of the library ending up in the refreshment area upstairs where the children had pop and candy bars. During discussions over refreshments, mothers seemed generally disappointed that rain had necessitated the library visit instead of a trip to the park, and a visit to Storyland Valley Zoo was planned.

The second group of families working with the Project Coordinator made a visit to the newly opened creative playground at Mayfair

Park on July 18th. Taxis were used to pick up families at 1:15 p.m., and return them at 3:30 p.m. Eight families were represented including one from the other group. There were a total of nineteen children, three parents and the two project staff. Weather was good and the children were able to play in the park. Refreshments of juice, cookies and ice cream were served.

All the families were invited to the final group outing to Storyland Valley Zoo on August 13th. Cabs picked up families at 11:30 a.m. and took them to Laurier Park for a weiner and marshmallow roast prior to the tour of the Zoo. Nine parents, twenty-two children and the two project staff attended. The children observed the animals and enjoyed two free rides as part of the group admission. There was considerable interaction between children and parents and among the children.

Use of taxis for the outings was necessary because none of the families could provide their own transportation, and attempts to obtain volunteer drivers were unsuccessful. A detailed summary of attendance at the four group sessions is included in Appendix E.

On the final visit of the Project, the kit was collected and the families were interviewed by the project staff member to obtain their reaction to the project.

8. Logbooks

A separate record on each family involved in the project was maintained through the use of logbooks, one for each family. These were begun by the students and carried on by project staff through-out the project.

The logbooks were incorporated into the project in order to retain an ongoing written record of all the visits and other relevant information for each family. This was important because of the heavy reliance on observation and personal assessment in terms of procedures and materials. In order to preserve the quality of the relationship with the family, no written records or notes were made during the visits. Notes or the logbook itself were written immediately after the visit, or the logbook was written the next day.

The students entered in the logbook an anecdotal record of each visit to the family, and began summary pages under the headings "Community Resources", "Family Background", "Child History" which included physical, social emotional, and intellectual development, interests, attitudes, skills and abilities.

The project staff continued the anecdotal records of each of their visits, recording information relating to the use of the kits and materials, interest, evaluation of materials by children and parents, care of materials by family, and length of time spent in the home. In addition, they noted information relevant to home visits and attendance at group sessions such as holidays, family appointments, and other useful information. Some items were added to the child history.

The logbooks were treated as confidential documents. Only initials were used in the recording, and only information relevant to the project was included. The books were accessible only to project staff, and were returned to locked storage at the University with the other files related to the project.

9. Funding and Costs of the Project

The original amount of $4850 committed by Early Childhood Services was insufficient to complete the project and additional costs were supported by a grant from the Alma Mater Fund, University of Alberta Alumni Association. Funds from E.C.S. were received on an irregular basis, one-half of the amount was made available at the end of August when the project was completed, and six months later, the remainder has still not been received. Fortunately, the University of Alberta, carried the project through special accounts with the support of the Department of Elementary Education.

Originally, funding was to be on a per child, per hour, basis for the target population, and so the project submitted a list of children and their ages. When this basis for funding was found to be unworkable in a project of this nature, the Government found it necessary to pass a special Order-in-Council to permit funding on a project basis.

The problems with respect to funding created considerable concern among those involved and required more time than originally anticipated in negotiating and bookkeeping. The original budget is given in Appendix A (p. 8).

10. Evaluation Procedures

This project was carried on primarly as a training and service project but considerable time and effort were devoted to deciding upon and carrying out evaluation procedures that would yield as much information as possible about the final outcomes of the project, and useful recommendations for making decisions about similar future projects. Use of formal testing or evaluation procedures was avoided in order to establish and maintain effective non-threatening relationships with the families. The project did include families where this was very significant factor.

This meant that in some cases information is not complete for all families in all categories, or is merely estimated as in the case of age of parents and income.

It also means that evaluation is mainly subjective but this appeared to be preferable to no attempt to assess the effectiveness of methods and materials.

Before utilizing similar procedures, or the recommendations made in this report, for similar projects, careful consideration should be given to the purposes for using them and to the group being served as compared with the group served in this project.

The logbooks were introduced to record on-going assessments of use of and reaction to materials, and the role of the visiting teacher, and to gather over the short period of time in an informal manner as much information about the participating children and families as was discreet and possible. This has been summarized in this report.

The Project Directors and Coordinator met almost daily during the initial stages of the project to evaluate procedures and make revisions where necessary. Discussions were held with students after each visit to evaluate outcomes and procedures.

Wherever it appeared important to modify procedures or to introduce new procedures in response to observed needs or problems, this was done. Several examples of this are documented in this report.

After the student phase ended, the Coordinator and Assistant met every other day to discuss visits and evaluate outcomes, and the Project Directors and Coordinator met as needed for this purpose. At the conclusion of the project several meetings to discuss and evaluate each component were held between Directors and Staff.

In order to obtain some consistant responses with respect to some of the components of the project, questionnaires were developed and used with the student and parent groups.

The questionnaire for the students was prepared by the Project Directors and each student was given a copy of the questionnaire and requested to fill it out. A copy of the questionnaire and tables of the student responses is provided in Appendix F.

A summary and discussion of their responses in included in Part III, "Project Outcomes", of this report.

A schedule of questions to be used to interview parents was developed by the project staff in consultation with the Advisory Committee, Project Directors, and persons knowledgeable about the structuring of such questionnaires. During the final week of the project, each

staff person visited and interviewed the families with which she had been working, and recorded the responses on the questionnaire. The fact that these persons were known to the respondents and had developed a good working relationship with them was felt to outweigh the possible disadvantages such as hesitancy on the part of respondents to provide negative responses. We felt that to send an unfamiliar figure to interview would bias the responses in favor of those families easily able to establish relationships and articulate ideas. A copy of the question schedule and a summary of the responses are included in Appendix G. A discussion of the responses is presented in Section III,"Project Outcomes".

An attempt was made to gather some information from the local health unit nurses who had contact with some of the families. This feedback was obtained through the Supervisor of the Eastwood Health Clinic, after discussion with the nurses involved. She reported that the nurses felt the families with which they were in contact were generally pleased with the project. They had no negative feedback from the families. In the case of the one family which did not continue, the nurse was unable to find out how the family felt.

The Supervisor felt that the nurses would like more feedback on the project and the family response from project staff and as a result, the Project Coordinator visited the clinic and discussed the project with the nurses.

The final evaluation was done by the Advisory Committee at its last meeting when the report up to Section III, and the Appendices

in draft form were reviewed, final outcomes discussed and recommendations developed.

The responsibility for preparation of the completed report and the final recommendations was left to the Project Directors.

III. Project Outcomes & Recommendations

1. Advisory Committee

This Committee was an important factor in the project. It provided a variety of professional and personal skills and knowledges relevant to the project. This made for an exchange of knowledge of the communities and services within the city and the specific community that was useful to the project. The variety of backgrounds meant that usually a number of approaches to procedures were suggested and frequently integrated in carrying out the project. The members of the Committee, collectively and individually, provided an important source of information and support for the project staff.

We felt that the inclusion of representation from a number of interests and backgrounds was a useful practice in that it provided an opportunity for all to interact with persons of a different milieu and to learn more about each others knowledges and skills.

Despite initial concerns and doubts felt by the parents that they might have little to contribute to a group of professionals, they soon realized that they had valuable information to share. They expressed an increased awareness of and interest in the total project, from the student education component to the problems of funding and operating a program.

In a project such as this, the necessity of including persons knowledgeable in respect to the total city was important in the initial stages at least. However, for on-going programs in a previously defined

community, we believe it would be more useful to select representatives from that community, to obtain the most useful kind of information and feedback. On matters of local community information, project staff were frequently referred by Advisory Committee members to persons working in the community.

A useful outcome in terms of the Advisory Committee itself were the knowledges and skills gained about operating such a project, a growth in understanding of the contributions to be made by persons of other backgrounds and the application of the knowledge gained to other areas of endeavour. Furthermore, the advisory committee provided contacts for community groups and individuals interested in gaining more information about the project in both an informal and more formal manner (e.g. project staff speaking to nurses, a workshop for persons involved in similar project)

Some of the problems encountered in utilizing an Advisory Committee included the usual one of finding a time when a group of very busy and involved persons would be able to meet. A second problem related to the inclusion of participating parents on the Committee which resulted in some concerns about confidentiality of information in respect to some inter-professional exchanges at meetings. To resolve this problem we feel it is very important to clarify the nature of the role of the Advisory Committee in respect to such a project, and for those persons involved to maintain a heightened awareness of the professional role in maintaining confidentiality. Discussion and consultation about specific families and children must be carried on at appropriate times.

2. Teacher Education Component

In the students own evaluation of the project as a laboratory experience, twelve out of fifteen rated it successful as a learning experience for them (e.g. either a one or two on a five point scale

successful ——————————→ not very successful)
1 2 3 4 5

Fourteen felt it was successful in providing them with an opportunity to utilize course theory in a relevant and meaningful way; thirteen rated it successful in providing techniques for internalizing theory; fourteen rated it successful in providing techniques for implementing theory; twelve felt it was successful in providing an effective pre-primary experience to the child(ren) involved; while eleven felt it was successful in involving the parent in learning experiences for the child.

The students found that excellent materials and activities one might normally provide for an in-school program were not appropriate for kits to be left in a home situation for a number of reasons such as structured materials requiring teacher direction, lack of continual supervision, inconvenience in moving from home to home due to size, shape, etc. Although the students had some opportunity to see the materials being used by the children in the home we felt that if even more time could be provided many additional learnings would have taken place for the students.

Although the majority of students found it highly useful in helping them utilize theory in meaningful ways, they seemed slightly less certain of the value to the parents and children. This seems natural in that one can only assume what someone else feels. Areas in which students

found the experience useful were a better understanding of child development, increased skill in observation and recording, preparation of appropriate materials and experiences for young children and interacting with parents.

There was overwhelming agreement that the project's major contribution to the child was exposure to new materials and experiences while the group sessions at the kindergarten were mentioned as next most important aspect. Other benefits to the child were listed as developing positive attitudes towards kindergarten attendance in the fall, meeting other children and adults, and receiving individual attention.

According to the students, the most important benefits to parents were greater awareness of what can be done to help their children develop learning skills through play and the value of having another concerned adult to relate and visit with. Other benefits listed were increased parent involvement in their child's learning, ideas for use of materials around the home stimulated by kit materials and an increased awareness of what a kindergarten program might be like.

In an overall assessment of the project's usefulness to the student, eight viewed the preparation of the kit materials as most valuable; while seven found the visiting and working with the child and family most beneficial.

As staff we felt the students experiences had provided them with new understandings about home environments and new skills in establishing relationships. We observed that despite some initial doubt and anxiety, the students become very enthusiastic about the project

and increasingly more able and confident in their relationships with the family. The families enjoyed the students and expressed favourable attitudes towards this type of project.

Although some students experienced difficulties in finding sufficient time for preparation of materials and visiting homes, expenditure of money leaving them short of lunch funds, lack of cooperation by the occasional family, fourteen were positive about offering this type of experience to other students as a lab experience in the future.

In view of these outcomes, we would recommend incorporating similar kinds of experiences in on-going training programs. It would also seem important to provide inservice training for any personnel going into this type of project.

3. Staffing

During the first six weeks the students acted as the home visiting teacher on a one student per family basis. In most cases a close relationship developed between student and family with the student gaining a great deal of information about and taking a special interest in "her family". For the remaining ten weeks the project coordinator and assistant each maintained contact with nine families. The outcomes and our suggestions are based on information gained from both the above groups.

In addition to characteristics valued for all teachers it soon became obvious that staff operating in home-based program would need to have particularily good orginizational and relating skills. The first because of the independent nature of the job in arranging and

making visits, maintaining materials and records, and other responsibilities. Not only does the home visiting teacher have to relate well to children of various ages but also to moms, dads, older siblings, other significant adults in the home setting and to a wide range of professionals in the community.

It was felt that the above were personal qualities that one either possessed or not while the following are desirable skills and knowledges that could be learned:

1. Broad knowledge of child development. Parents looked to the visitor as a resource person who could help them understand their children's behavior, growth and development or lack of it.
2. Sound knowledge of the scope and sequence of skills and concepts to be developed by young children.
3. Ability to diagnose children's levels of development and know what activities and experiences the child would benefit from.
4. Knowledge of materials available to provide for children's needs and the ability to locate and/or construct additional more appropriate activities if those on hand are not adequate.
5. Sound knowledge of community resources and what services would be available to families such as health units, referral centres, dental clinics.
6. Knowledge of local resource people, health nurses, social worker, school principal.

Regarding the qualities of the home visitor we would recommend very careful selection of a person based on the above skills and qualities with consideration given to previous experiences with family and community groups as well as some form of initial orientation through workshops, seminars or whatever procedure best suited the situation and needs of the home visitors.

Our experience would lead us to conclude that the limits and duties of the home visitor be clearly defined and she be encouraged to refer families to the appropriate agency or community worker when the situation requires. However, the home visitor often seemed to provide an outside, adult contact which the parent(s) looked to for support and it was felt that the home visitor played as important a role in interacting with the adults as in her interactions with the children.

The procedure of visiting each family every two weeks and allowing half a day per family allowed sufficient time and flexibility to be a useful model to follow, of course one would have to take into account the number of families to be visited, distances between families and time required for maintenance of materials and records, and the degree of intervention required. In our project the visitors alternated one day visiting and one day repairing materials, writing up logs and attending to other related duties. If materials could be stored and maintained in one central place by ancillary staff the home visitor could spend more time actually visiting and interacting with families. It is likely that families well exhibit considerable variation in the amount of visiting required.

4. Kits and Materials

Each student in the project prepared two kits, the first specially geared to meet the specific needs and interests of a particular family with consideration being given to siblings, past experiences, parental attitudes, concerns, level of development and interest of a specific child.

The second kit, which was to be circulated to a number of families, was designed to provide worthwhile experiences for a 4½ to 5½ year old child in eleven different areas of his development.

Although the categories used in the second kit provided a well rounded range of experiences it was found that a "general" kit was not appropriate in meeting specific needs, interests and levels of development for each child, nor did it always provide for the total family situation in terms of safety for younger children, items to involve siblings and concerns of parents.

In light of this we would recommend that materials be stored under categories with sequenced materials being prepared for each category. The home visitor having a knowledge of the family could then make up a kit by selecting from each category material appropriate to the family she was about to visit.

Each kit contained a combination of teacher made and commercially prepared materials which not only provided an interesting variety of experiences for the children, but acquainted the parents with types of materials they might buy (e.g., story books, blocks, lego, etc.) and a wide range of activities that could easily be made from found

materials (e.g., bottles and tops, buttons, egg cartons, etc.)

Altho gh the parents and staff evaluated the materials as having good general appeal it was found that some required a great deal of supervision (which was difficult in some home situations), some were not durable enough (e.g., constructed from light cardboard or plastic), some were too difficult to transport from home to home (e.g., fish, plants, rope ladders) while some even though safety had been discussed, tended to include objects that made them unsafe with younger children around (e.g., glass, small or sharp objects)

The following criteria should be considered in the slection and/or preparation of materials for circulation in homes:

* materials that could be used creatively in a number of ways by a variety of children at different age levels.
* judicious blend of teacher made and commercially prepared (provide ideas to parents for buying or making)
* utilization of easily found materials (e.g., used computer paper, cartons, cones, styrofoam packing, etc.)
* durable
* attractive and neatly prepared
* compactness--consider size, weight, shape
* appropriate for frequent moves (e.g., not hula hoops, gold fish, etc.)
* safety features carefully considered
* variety of open ended, multi-use materials (e.g., blocks, paint, etc.)
* self-correcting materials (e.g., puzzles)

* if special equipment is required, it should be included or readily available (e.g., view master, record player, tape recorder)

Cost of Kits

The twenty-five dollars per kit originally allocated was to cover commercially purchased materials to be included in the kit such as toy telephone, skipping rope, books, as well as raw materials used to prepare materials such as gummed stickers, spray paint, nails, wooden cubes, and expendibles such as paper, paint and play dough. Because two kits were prepared by each student with some of the most successful activities and materials from the first kit being included in the second, it is difficult to come up with an accurate cost figure for the kits that were actually circulated for the major part of the project. Although it would vary from kit to kit, we feel each kit contained material costing from forty to fifty dollars without any consideration being given for the "woman hours" that went into preparing them. This may seem high for a four month project but if the materials were to be used over a longer period of time in a ten month program it would seem considerably less. The cost compares favorably with the one hundred dollar cost for Levenstein's kits (1969 a).

Over the four month period seventy dollars and considerable time on the part of the two home visitors was spent on maintaining the kits. The financial cost of maintenance works out to slightly over one dollar per month per kit which seems to be a reasonable amount.

5. Family Involvement

Based on family response to the questionnaire and reports by project staff the following outcomes were apparent:

i) The Project Generally

All families involved thought it was a good idea in that it provided something special for their 4½ to 5½ year old and encouraged them to set aside some time each week, or day, to interact with this child. In eight families the fathers became more involved with the children than they had previously. Most found the length and frequency of visits were "about right" but there was a slight preference for such a project to be carried out in the winter rather than summer.

The families that were involved in the group sessions enjoyed them and seemed to appreciate the opportunity to interact with other adults. Several moms found they were unable to attend the group sessions, often because of other children but felt it was a good experience for their child.

All the families were pleased with the students who initially launched the project with several becoming good friends of the families and continuing to have contacts.

It appears that some families probably require highly skilled personnel to work with them and should not be included in a student training project.

It was apparent that for a few of the families this project was especially important, fulfilling very important needs for the children in terms of valuable additional experiences and for the parents in terms of outside contacts and supportive relationships.

ii) Use of Materials

There seemed to be little consistency in the reactions to the materials with the exception that most seemed to prefer the activities in the first kit which was specifically geared to their child. Generally the student-made materials were preferred to commercially purchased, because they stimulated ideas for things parents could make themselves. Materials that offered independent play opportunities, had a variety of uses by different age groups and those that stimulated dramatic group play were rated more highly than the more structured materials.

In most cases it seemed to be the mothers that took major responsibility for the care of kits although several indicated greater care of materials by their child because they knew the materials "were teacher's" or "had to be used by other kids".

One or two mothers indicated that the kits had been "a bother because they had to keep an eye on them" or "always be picking them up". Likewise, there were a few families where the visiting teacher found little, or no, care was being taken of the materials. This leads us to recommend that for some families it might be more appropriate for the visiting teacher to visit more frequently, using materials with the child while there but not leaving any.

iii) Behavior and Interaction

In such a short time it seemed there were few observable changes in the child's skill development and behavior and interaction with other

children and adults, although a few parents indicated that their child seemed "more interested in school - related activities" and had "a greater willingness to share ideas with and approach adults".

iv) Future Involvement

Of the sixteen families who have their child enrolled in kindergarten for 1974-75, fourteen of the mothers indicated a willingness to be involved as teacher aides. Several families felt they would like to be involved in a similar project again and even indicated an interest in preparing materials and serving as a visiting resource person to other families. One mother indicated an interest in setting up a workshop where she and some of the other mothers could make materials similar to those found in kits. She was encouraged to act upon this idea and offered supportive consulting.

Twelve out of the seventeen families thought it would be a good idea to have materials available for one, two or three year olds because it is difficult to get ideas for them and to get out to any organized program with very young children.

It was evident that after even the very limited imput possible in four months, some parents would be able to carry on providing these and similar experiences to their children with very little additional service. Other families might have acquired these skills after a slightly longer involvement while a few should probably have continuous in-home services to support both children and adults.

We recommend that home based projects be initiated only on a long-term basis for a minimum of ten months, and preferably on a basis of continuous delivery of service until families are able to function independently in maintaining support for the child's achievement. Weaning of families should be carefully carried out.

6. Records

The records kept during the project consisted of log books, photographs and kit inventories.

i) Log Books

The log books proved to be useful in this project for several reasons. They provided the necessary continuity for project staff in taking over the visits to the families from the students. They also provided useful information for the Project Directors in evaluating the success of the students, and for information required for writing the report.

Other than that, in such a short project as this the log books were not as useful as they would probably be in an on-going project over a longer period of time. Here they would provide continuity and useful information in designing and providing new materials and experiences based on growth in skills and knowledges observed in the child.

Where the direction and coordination of a similar project is carried on by someone not directly involved, log books provide a useful way of gaining information about the project.

It would be more useful for quickly obtaining information for working with the children, or for reporting, to use a standardized format for the log books. In this way the staff person would be alerted to certain things to look for related to the child or family such as skills in certain areas, or materials available in the home. In this respect, projects with a research orientation would probably require a different format from those with a service orientation.

The workload of project staff should include an allocation of time for maintaining a log book on each family and child. Wherever possible, staff should have access to office assistance to type these reports to enhance readability.

In all cases, it would be important to maintain an awareness and sensitivity to the types of information to be included, and to the need for confidentiality.

We would recommend keeping log books for the duration of a project for use by staff but they should be destroyed at the discretion of the project directors at the conclusion of the project unless specific permission had been given by families involved.

(ii) Photographs

It was found that a photographic record of the project was useful in:

(a) stimulating interest and enjoyment in the families (for some it was a new experience to see themselves in pictures)

(b) illustrating how materials were used differently by different age groups, parents, etc.

(c) showing the delight expressed by some children when the "home visitor" came

(d) acquainting other people through workshops, seminars, etc. with some aspects of the project

(iii) Kit Inventory

Inventories were attached to each kit so the parents and home visitor could easily check to see that all materials had been replaced. Furthermore, the home visitor could quickly check the inventory to see if any expendible items were included and what items might require maintenance before being taken to the next family.

7. Funding and Costs

The problems experienced in respect to receiving funds would suggest that any group considering entering into a contract with Early Childhood Services have a clearly written out signed agreement before committing any effort and expenditure on a program.

E.C.S. seemed to have no clear policy on funding a special experimental project and regulations were changed and/or added frequently with no explanation given to the Advisory Committee.

We recommend that Early Childhood Services establish a clear policy and provide detailed procedures for submitting proposals for projects of this nature and that funding be on a total project basis.

Because a number of costs were higher than anticipated, the total cost was above the budgeted figure. As closely as can be determined costs were approximately $279 per child for the twenty-one original

target children and $136 per child if we consider the forty-three children under five years-six months. On a per family basis for nineteen families costs were $308 per family. This figure compares favorably with the cost of $400 to $440 per child reported in the literature and is considerably lower than the per child grants provided for the operation of E.C.S. Kindergarten programs.

Cost figures can not be considered reliable for other projects because of the unusual costs such as student training and producing the report. However, pre-service and in-service training costs would be part of a regular project. Other costs such as administration, bookkeeping, typing, were performed without charge by the University of Alberta.

Although this was only a four month project the costs would not be tripled for a ten or twelve month project because some costs are non-recurring. The cost figures obtained from this project cannot be considered as representative of actual costs, and budgets for similar projects would need to be worked out using specific information relevant to those projects.

8. Evaluation Procedures

Although it might have been useful to have additional information gathered by direct methods (e.g. interviews, checklists, etc.) on the individual children and the families in the study we chose not to as we feared it might affect the warm trust relationship which we hoped would build up between the home visitor and the family. With most

families a favorable rapport was established with the home visitor and she was viewed as a friend, confident and resource person.

Due to limited time and financial assistance the main emphasis was on service, appropriateness of materials and evaluation of the feasibility of this method of delivery, so no follow up was done on continuing involvement in programs by parents or children. In terms of long range effects it might be important to consider future involvement of these families as compared to a control group who had not been involved in the same way prior to their child's entry into a kindergarten program.

It may be important to replicate in Alberta some of the studies carried out in the United States to establish Canadian criteria for evaluating various components of such projects. We would recommend that such projects be carried out on a long-term basis to enable the obtaining of significant results and that evaluation procedures be carefully and sensitively carried out.

However, we are convinced of the validity of home based projects on the basis of current research and empirical observation and we recommend that E.C.S. give favorable consideration to the operation of these projects in a variety of locations using a variety of procedures.

BIBLIOGRAPHY

BARBRACH, C. R. and HORTON, D. M. Educational Intervention in the Home and Paraprofessional Career Development: A First Generation Mother Study. DARCEE Papers and Reports. Vol. 4, #3. Demonstration and Research Center for Early Education, George Peabody College for Teachers, Nashville, Tennessee, 1970 a. (mimeo)

BARBRACH, C. R. and HORTON, D. M. Educational Intervention in the Home and Paraprofessional Career Development: A Second Generation Mother Study with an Emphasis on Costs and Benefits. DARCEE Papers and Reports. Vol. 4, #4. Demonstration and Research Center for Early Education, George Peabody College for Teachers, Nashville, Tennessee, 1970 b. (mimeo)

COLLER, ALAN R. Systems for Observing Parent-Child Interactions. College of Education Curriculum Laboratory, University of Illinois, Urbana, Illinois, June 1972. ED 069 434.

BRONFENBRENNER, URIE (ed.) Assisted by Maureen A. Mahoney. Influences on Human Development. Dryden Press, Hinsdale, Illinois, 1972.

BRONFENBRENNER, URIE. "Is Early Intervention Effective?" Day Care and Early Education. Vol. 2, #2, Nov. 1974, p. 15 +.

DEUTSCH, CYNTHIA P. and DEUTSCH, MARTIN. "Brief Reflections on the Theory of Early Childhood Enrichment Programs." p. 83 - 90 in Hess, Robert D. and Bear, Roberta M. (eds.) Early Education: Current Theory, Research and Practice. Aldine Publishing Co., Chicago, 1968.

FRIERSON, EDWARD C. and JOHNSON, JOYCE M. "Early Opportunities for Exceptional Children to Learn." Education, Vol. 89, #1: 22-26, Sept. - Oct. 1968.

FREEBURG, NORMAN E. and PAYNE, DONALD T. "Parental Influences in Cognitive Development in Early Childhood: A Review." Child Development, 38: 65 - 87, March 1967.

GIESY, R. (ed.) A Guide for Home Visitors. Demonstration and Research Center for Early Education, George Peabody College, Nashville, Tennessee, August 1970. (mimeo)

GLICK, JOSEPH. "Some Problems in the Evaluation of Pre-School Intervention Programs." p. 215 - 221 in Hess, Robert D. and Bear, Roberta M. (eds.) Early Education: Current Theory, Research and Practice. Aldine Publishing Co., Chicago, 1968.

GORDON, IRA J. A Home Learning Center Approach to Early Stimulation. Institute for Development of Human Resources, U. of Florida, Gainesville, Fla., 1971. ED 056 760

GORDON, IRA J. What Do We Know About Parents As Teachers? Paper presented at the American Educational Research Association in Chicago, Ill., April 1972. ED 065 788

GORDON, IRA J. et al. Instructional Strategies in Infant Stimulation. Institute for Dev. of Human Resources, Gainesville, Fla., 1970. ED 056 751

GORDON, IRA J. and GUINAGH, BARRY J. A Home Learning Center Approach to Early Stimulation. U. of Florida, Gainesville, Fla., 1969. ED 056 750

Government of Alberta. Operational Plans for Early Childhood Services. Edmonton, Alberta, March 1973. (mimeo)

GRAY, SUSAN W. and KLAUS, RUPERT A. "An Experimental Pre-School Program for Culturally Deprived Children." Child Development, 36: 887 - 898, Dec. 1965.

GRAY, SUSAN W. and KLAUS, RUPERT A. "The Early Training Project and Its General Rationale." p. 63 - 70 in Hess, Robert D. and Bear, Roberta M. (eds.) Early Education: Current Theory, Research and Practice. Aldine Publishing Co., Chicago, 1968.

GRAY, SUSAN W. and KLAUS, RUPERT A. "The Early Training Project: A Seventh-Year Report." Child Development, 41: 909 - 924, 1970.

GRAY, SUSAN W. and MILLER, JAMES O. "Early Experience in Relation to Cognitive Development." Review of Ed. Research, Vol. 37, #5: 475 - 493, Dec. 1967.

GROTBERG, EDITH H. "Role of the Parent in Fostering Early Learning." Education, Vol. 89, #1: p. 35 - 39, Sept. - Oct. 1968.

HESS, ROBERT D. and BEAR, ROBERTA M. (eds.) Early Education: Current Theory, Research and Practice. Aldine Publishing Co., Chicago, 1968.

HESS, ROBERT D. and SHIPMAN, VIRGINIA C. "Maternal Influences Upon Early Learning: The Cognitive Environments of Urban Pre-School Children." in Hess, Robert D. and Bear, Roberta M. (eds.) Early Education: Current Theory, Research and Practice. Aldine Publishing Co., Chicago, 1968.

HOWARD, NORMA. Education for Parents of Preschoolers: An Abstract Bibliography. 68 pages, June 1974, Publication Office, College of Education, University of Illinois, 805 West Pennsylvania Ave., Urbana, Illinois 61801. ($1.60)

KARNES, MERLE B., TESKA, James A., et al. "Educational Intervention at Home by Mothers of Disadvantaged Infants." p. 421 - 431 in Bronfenbrenner, Urie (ed.) assisted by Maureen A. Mahoney, Influences on Human Development. Dryden Press, Hinsdale, Illinois, 1972.

LEVENSTEIN, PHYLLIS. Fostering the Mother's Role in the Cognitive Growth of Low Income Preschoolers: A New Family Agency Function. Paper presented at National Conference on Social Welfare, New York, N. Y., May 1969. ED 059 789 (1969a)

LEVENSTEIN, PHYLLIS. Individual Variations Among Preschoolers in a Cognitive Intervention Program in Low Income Families. Paper presented at the Council for Exceptional Children Conference on Early Childhood Education, New Orleans, La., Dec. 1969. ED 059 787 (1969b)

LEVENSTEIN, PHYLLIS. Toy Demonstration "VISIT" Handbook, Verbal Interaction Project, Mother-Child Home Program, Family Service Assoc. of Nassau County, Mineola, N. Y., Feb. 1971. ED 059 791 (1971a)

LEVENSTEIN, PHYLLIS. Mothers As Early Cognitive Trainers: Guiding Low-Income Mothers to Work with Their Pre-Schoolers. Paper read at Biennial Meeting, S.R.C.D., April 2, 1971. ED 059 786 (1971b)

LEVENSTEIN, PHYLLIS et. al. Manual for Replication of the Mother-Child Home Program. Family Service Association of Nassau County, Inc. Mineola, N. Y., June 1971. ED 059 790 (1971c)

NIMNICHT, CLFN P., et. al. A Report on the Evaluation of the Parent/Child Toy Lending Library Program. Far West Lab. for Educational Research and Development, Berkeley, Calif., Aug. 1971. ED 069 655

NIMNICHT, G. P. and BROWN, E. "The Toy Library: Parents and Children Learning with Toys," Young Children, 28, #2: 110 - 116, Dec. 1972.

PARFIT, JESSIE. "Programs of Early Intervention - an Abstract of Some American Research," Highlight No. 12, National Children's Bureau Information Service, London, England, July 1974.

PURNELL, J. E. "A Demonstration Summer Preschool Program," Child Welfare, Vol. 51, #7: 452 - 459, July 1972.

RADIN, NORMA. "Three Degrees of Maternal Involvement in a Preschool Program: Impact on Mother and Children." Child Development, Vol. 43, #4: 1355 - 1364, Dec. 1972.

RADIN, NORMA and WEIKART, DAVID W. "A Home Teaching Program for Disadvantaged Preschool Children." J. of Special Ed., Vol. 1, #2, Winter 1967.

ROBINSON, HALBERT B. and ROBINSON, NANCY M. "The Problem of Timing in Preschool Ed." p. 37 - 51 in Hess, Robert D. and Bear, Roberta M. (eds.) Early Education: Current Theory, Research and Practice. Aldine Publishing Co., Chicago, 1968.

SCHAEFER, EARL S. "A Home Tutoring Program." Children, Vol. 16, #2: 59 - 61, Mar. - Apr. 1969.

SCHAEFER, EARL S. "Parents as Educators: Evidence from Cross-Sectional, Longitudinal and Intervention Research." The Young Child: Reviews of Research, Vol. II, N.A.E.Y.C., Washington, D.C., 1972.

SIEGEL, ALBERTA E. "The State of the Journal (Editorial)." Child Dev. Vol. 38, #4: 901 - 7, Dec. 1967.

STOTT, LELAND H. and BALL, RACHEL S. "Infant and preschool mental tests: Review and evaluation." Monographs of the Society for Research in Child Development. Vol. 30, #3, U. of Chicago Press, Chicago, 1965.

VERNON, PHILIP E. Intelligence and Cultural Environment. Methuen & Co., London, England, 1969.

WEIKART, DAVID P. and LAMBIE, DOLORES Z. "Preschool Intervention Through a Home Teaching Program" in Disadvantaged Child, (ed. J. Hellmuth) Vol. 2, Head Start and Early Intervention, Special Child Pubs., Seattle, Wash., 1968.

WHITE, BURTON L. and WATTS, JEAN C., et. al. Experience and Environment: Major Influences on the Development of the Young Child. Vol. I. Prentice-Hall, Englewood Cliffs, N. J., 1973.

Section V

APPENDICES
A to G

Appendix B: Early Childhood Kits, 94 pages

is available separately at a cost of $2.00 from:

In-Home Project
Department of Elementary Education
Education Center
University of Alberta
Edmonton, Alberta

Includes detailed lists of materials used in kits, objectives and suggestions for use, cost and source, suppliers or instructions for making.

APPENDIX A

PROPOSAL FOR FUNDING

In-Home Early Childhood Education Project

(May - August, 1974)

Outline

Students from the Spring (May-June) Section of Ed. CI 404, Early Childhood Curriculum and Instruction, would work on an individual basis with families having pre-primary children previously uninvolved in group programs. The students would establish rapport, develop and introduce learning kits, set up group gatherings for parents and children. Continuity and evaluation would be built in through the employment of a project co-ordinator to carry on the project through July and August. The purpose would be to develop parent interest and involvement to the level at which the parents themselves might apply for funding for an ECS project in September.

Objectives

1. To determine if the stimulus provided by an in-home service will lead to parent involvement and continuation of a program.
2. To provide an effective pre-primary experience to the children and families.
3. To provide students with an opportunity to utilize course theory in a relevant and meaningful way.
4. To provide useful information to E.C.S. regarding:
   (a) alternative ways of providing services to families,
   (b) parent-development techniques,
   (c) appropriate materials for kits.
5. To provide useful information to the University on training of teachers for early childhood programs regarding:
   (a) alternative ways of making theory relevant to practise,
   (b) techniques for implementing and internalizing theory.

Procedures

Advisory Committee

An advisory committee has been set up. Members of this committee are:

Doady Paddon	City Health Services
Ray LaFond	Social Worker
Pat Shanahan	Early Childhood Services
Judy Dube	Community Representatives
Sheila Campbell	University of Alberta
Lorene Everett	University of Alberta

Parent representatives to be added.

Responsibilities

1. To make general policy decisions.
2. To hire project co-ordinator (May-August) and project assistant (June 15-August).
3. To evaluate project.

Student Participants

Ed. CI 404 will run from May 6 to June 14. Enrollment is limited to 25 students and there are two instructors. Time commitments are 9 a.m. to 11:30 a.m. and 1:00 p.m. to 2:30 p.m., Monday to Friday, although it is not expected to adhere strictly to this timetable.

An outline of the course content follows:

UNIVERSITY OF ALBERTA

Department of Elementary Education

Ed. CI 404

Curriculum and Instruction in Early Childhood Education

Spring 1974 COURSE OUTLINE

S. D. Campbell
L. M. Everett

Course Objectives

The course, Curriculum and Instruction in Early Childhood Education, is designed to provide a basis for more effective ways of working with young children three to eight years, through the achievement of the following objectives:

1. To provide a rationale for early childhood education within the total framework of services for children and their families.
2. To help students become aware of the significant implications of child development for program planning.
3. To develop the skills necessary for observing and assessing developmental levels and structuring educational experiences to provide for individual differences.
4. To provide opportunities for students to visit and observe in ongoing programs.
5. To guide students in an examination of basic principles in early childhood education and aspects of early childhood programs, considering new approaches and techniques arising from the work of educators in specialized fields and suggesting how these may be implemented in classroom practice.
6. To develop a thorough understanding of all the elements essential in establishing challenging programs for young children, in a variety of settings.
7. To aid each student in development of awareness of self and his personality and the effect of these on teacher-child interaction and learning.
8. To develop understanding of the importance of and techniques for working with parents, aides and the helping professions.

Course Content

I. The Young Child and His Family

A. The family as a child-rearing environment

B. Child development

C. Assessment of children

- observing and recording
- informal assessment
- establishing and maintaining records

II. Enhancing the Child's Environment

A. Resources

- organizational and personnel
- curriculum materials
- reference materials
- personal resources

B. Organization

- program models
- utilization of space, equipment and materials
- program planning - goals, time, groupings
- involvement of community resources, resource persons and parents
- activities to stimulate and foster development

C. Development of a social and emotional climate to foster growth and learning

- guiding the child's behavior
- personal relationships and interactions among parents, children and teachers

Home Finding

The number of homes will be determined by the number of students in the course. Because we feel that students will need the support of working in pairs, we anticipate approximately twelve homes. We hope these homes can be secured through suggestions from District Health Nurses, Social Workers, Day Care Services, Emergency Home Maker Services, and Early Childhood Services Consultants.

Criteria for family selections:

1. The main criterion will be the presence of a child who will be eligible for an early childhood services program September, 1974.
2. The recommending agency feels the child would benefit from some preschool learning experiences.
3. The mother is in the home during the day and is willing to participate in the program.

4. There appears to be a good possibility that the students will be able to work effectively with the family.

5. The presence of additional younger or older siblings might be worthwhile but not a necessary factor.

Project Staff

A. Supervision of Student Training Component

Lorene Everett, M. Ed.
Assistant Professor
Dept. of Elementary Education
University of Alberta

Sheila Campbell, M. Ed.
Sessional Lecturer
Dept. of Elementary Education
University of Alberta

Facilitating student acquisition of theory, and to provide guidance and direction in student involvement.

B. Project Co-ordinator

To be hired by the advisory committee for the period from May 1, 1974 to August 31, 1974.

Responsibilities:

1. Prior to commencement of course (May 1-6)

   (a) make arrangements for suitable homes,

   (b) carry out organizational duties related to project.

2. During the course (May 6 - June 14)

   (a) works largely under the direction of course instructors to:

   - prepare resource materials for use by students
   - supervise resources for student use
   - maintain records on project
   - other activities relevant to project.

3. During the period June 17 to August 31:

   (a) continuing co-ordination and record keeping,

(b) on-going home visiting and exchange kits,

(c) generating parent interest with the possible outcome being parent operation of the program,

(d) preparing a project report in consultation with all parties involved.

Qualifications:

Criteria for consideration might include:

Training and experience in work with children and parents. Possession of Ed. CI 404 would be desirable. Personal qualities necessary to work effectively with families.

C. Project Assistant

To be hired for the period June 15, 1974 to August 31, 1974 to assist the co-ordinator in home visiting and kit exchange. Works under the direction of the co-ordinator.

Qualifications:

To be determined by advisory committee. It is anticipated this might be one of the students from the Spring Session Section of Ed. CI 404.

Tentative Project Outline

April	Initial meeting of Advisory Committee. Co-ordinator is hired by Advisory committee.
May 1 - 3	Co-ordinator confirms families on project.

Project - Ed. CI 404 Integration
May 6 - June 15

Field Work (Project)	Course Content
May 6 - 10 Orientation	The Family as a Child Rearing Environment Inter-personal Skills

Field Work (Project) (con't)	Course Content (con't)
2 visits to ECE programs	Observation and Recording Child Development Informal Assessment Films: Early Years Cognitive Development Establishing and Maintaining Records
May 13 - 17 In-home visits - getting to know family and child(ren) (2 visits)	Resources Learning Experiences Planning and Preparing Kits (one kit each team)
May 21 - 24 Introduce kit to family (2 visits)	Program models Film: Primary Education in England Preparing second kit for team.
May 27 - 31 Follow-up visit to family. Visit to ECE program	Organizing Resources for Group Program - time, space, equipment, community. Planning and preparing for group sessions next week.
June 3 - 7 June 4 - Group session ½ families June 6 - ½ families Video Select new kits	Scope and Sequence in Curriculum Planning Learning Centres Child Guidance Planning and Preparing for Group Sessions next week.
June 10 - 14 June 11 - Group session all families ½ parents "observing and discussing" ½ parents "parenting skills"	Guidance Evaluation

June 13 - Group session
reverse above

June 15 - Ed. CI 404 ends
Hiring of Project Assistant

June 17 - August 31 - In-home visits continue
Exchange kits first week and every 2 weeks afterwards

Last week of August - Meeting of parents to evaluate project and discuss future possibilities. This meeting might be held earlier if project co-ordinator feels it is necessary.

Last week of August (con't) - Project report prepared by Project Co-ordinator.
(con't) - Final meeting of Advisory Committee to review project and project report.

Project Budget

Student Training Component

Student Bus Passes 25 x $15 (1½ months)	$375	
Project Co-ordinator 1½ months @ $500/month	750	
		$1,125

Parent-Child Development Component

Project Co-ordinator 2½ months @ $500/month	1,250	
Project Assistant 2½ months @ $450/month	1,125	
25 kits @ $30 (If the program is not continued in Sept. these will be turned over to an in-home project.)	750	
Co-ordinator/assistant mileage	200	
Record-keeping materials	50	
Contingency	100	
Transportation for parents to group sessions	200	
Refreshments and expendable materials for group sessions	50	
		$3,725
TOTAL		$4,850

The University Kindergarten premises would be available for the group sessions at no charge.

APPENDIX C

DEPARTMENT OF ELEMENTARY EDUCATION
FACULTY OF EDUCATION
PHONE (403) 432-4273

THE UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA, CANADA
T6G 2G5

May 14, 1974

Dear

This is to introduce _____

who is a visiting home teacher for our In-home Preschool Project. She will be coming to your home for the next few weeks to bring some toys and games and to visit and work with your child, just as if he was in nursery school. Most children take some time to feel comfortable with a stranger, so please stay with your child during the visits so that your child feels safe and happy.

We hope that you will be able to play some of the games and other things with your child when the teacher is not there.

This project is sponsored by the Project Advisory Committee in association with the University of Alberta, Department of Elementary Education. Costs of the project are being paid for by the Early Childhood Services Branch of the Government of Alberta.

We hope that you and your child will enjoy this project.

Sincerely,

Dorothy Howard
Project Coordinator
for the Project

/lc

APPENDIX D

Table 1

Schedule of visits made by project co-ordinator

Family	Day	Date				
	Monday	June 17	July 1	15	29	12
	Tuesday	18	2	16	30	13
1	am					holiday
2	pm					
	Wednesday	19	3	17	31	14
	Thursday	20	4	18	August 1	15
3	am					holiday
4	pm		holiday			
	Friday	21	5	19	2	16
	Monday	24	8	22	5	19
5	am					
7	pm	holiday				
	Tuesday	25	9	23	6	20
	Wednesday	26	10	24	7	21
14	am					
15	pm					
	Thursday	27	11	25	8	22
	Friday	28	12	26	9	23
16	am					
	pm					

APPENDIX D

Table 2

Schedule of visits made by project assistant.

Family	Day	Date				
		June	July			
	Monday	17	1	15	29	12
8	Tuesday	18	2	16	30	13
13	am					holiday
	pm					
	Wednesday	19	3	17	31	14
	Thursday	20	4	18	August 1	15
19	am					
11	pm					
	Friday	21	5	19	2	16
	Monday	24	8	22	5	19
9	am				holiday	
12	pm				holiday	
	Tuesday	25	9	23	6	20
	Wednesday	26	10	24	7	21
18	am					
17	pm					
	Thursday	27	11	25	8	22
	Friday	28	12	26	9	23
10	am					
	pm					

APPENDIX E

Table 1

Attendance at first group sessions.

University Kindergarten

Family	June 4th (yellow group) T	M	F	S	R	Reason for failure to attend	June 5th (blue group) T	M	F	S	R	Reason for failure to attend	June 6th (white group) T	M	F	S	R	Reason for failure to attend
1							✓	✓	✓									
2												mother in hospital					0	
3							✓			✓								
4							✓	✓			✓							
5												on holiday						
6												doctor's appointment						
7							✓	✓		1	✓							
8	✓	✓																
9	✓	✓																
10						no reason												
11						Sick												
12	✓	✓		1														
13	✓	✓																
14																		father did not permit visit
15													✓	✓	1			
16																		family had moved
17													✓					
18													✓					
19													✓	✓	1			
TOTALS:	4	4	0	1	0		4	3	1	2	2		4	2	0	2	0	

KEY

T Target child
M Mother
F Father
S Siblings
R Relatives

APPENDIX E

Table 2

Attendance at second group sessions

Family	Centennial library July 9th. (Project assistant's families) T	M	F	S	R	Reason for failure to attend	Mayfair park July 18th. (Project coordinator's families) T	M	F	S	R	Reason for failure to attend
1												holidays
2							✓	✓		3		
3							✓			2		
4							✓			2		
5							✓	✓				
6								✓				missing from project
7							✓	✓		2		
8	✓			1								
9	✓	✓										
10						no reason						
11						doctor's appt.	✓			2		
12	✓	✓		1								
13	✓	✓										
14			✓				✓					
15												doctor's appointment
16												moved - temporarily lost to project
17	✓			2								
18						moved - lost to project						
19	✓	✓		1								
TOTALS	6	4	0	5	0		7	3	0	11	0	

APPENDIX E

Table 3

Attendance at final group session

Laurier Park and Storyland Valley Zoo.

FAMILY	T	M	R	S	R	REASON FOR FAILURE TO ATTEND
1						holidays
2	✓			3		
3						holidays
4	✓	✓			3	
5	✓	✓				
6						missing from project
7	✓	✓		2		
8						holidays
9						holidays
10						no reason
11						holidays
12	✓	✓		1		
13	✓	✓				
14						sick
15						sick
16	✓	✓		1		
17	✓			2		
18						moved -- lost to project
19	✓	✓		1		
TOTALS	9	7	0	10	3	

APPENDIX E

Table 4

Total number of group sessions attended by

Family	Target child	accompanied by mother
1	1	1
2	2	1
3	2	0
4	3	2
5	2	2
6	0	0
7	3	3
8	2	1
9	2	2
10	0	0
11	1	0
12	3	3
13	3	3
14	1	0
15	1	1
16	1	1
17	3	0
18	1	0
19	3	3

6 target children attended all group sessions, 5 attended two, 6 attended one, and 2 did not attend any.

4 parents attended all group sessions, 3 attended two, 5 attended one, and 7 did not attend.

9 mothers accompanied their child <u>each</u> time he attended a group session, 7 parents <u>never</u> accompanied their child.

APPENDIX F

STUDENT EVALUATION FORM

EDCI404
Spring 1974

Please rate the laboratory experience: Successful → Not very successful

1. As a learning experience for you 1 2 3 4 5

   Comment:

2. Success in meeting the following objectives:

   2.1 To provide students with an opportunity to utilize course theory in a relevant and meaningful way. 1 2 3 4 5

   2.2 To provide techniques for internalizing theory. 1 2 3 4 5

   2.3 To provide techniques for implementing theory. 1 2 3 4 5

   2.4 Providing an effective pre-primary experience to the child(ren). 1 2 3 4 5

   2.5 Involving the parent in learning experiences for the child. 1 2 3 4 5

3. Which aspects of course theory were you able to utilize and implement through the project?

4. What was the most effective aspect of the project for the child?

for the parent?

5. About how many hours did you spend:

1.	Travelling to and from homes	_____ hours
2.	Actually in the home	_____ hours
3.	Preparing and planning kit materials	_____ hours
4.	Recording in logbook	_____ hours
	TOTAL HOURS	_____

6. Were there any particular problems that you encountered through your involvement in the Project?

7. What is your opinion on offering this type of project as a lab experience for ED CI 404 in the future?

8. Which aspects of the project were most valuable for you?

9. Which aspects were least valuable?

10. Any other comments, suggestions, etc?

THANK YOU for your enthusiasm and participation!

APPENDIX G

QUESTIONS AND RESPONSES FOR THE QUESTIONNAIRE FOR THE PARENTS INVOLVED IN THE IN-HOME SERVICE PROJECT:

I: PROJECT:

1) What were your expectations for the project?

ANSWERS: a) 8 out of 17 didn't know

b) "had expected more difficult materials specifically geared for my child"

c) 2 thought it would help their child get ready for kindergarten

d) "she learned quite a bit out of it - I didn't really expect that."

e) "I expected the student to come once a week initially - so I expected more from my child academically. I was setting academic goals for him, but this became realistic afterwards."

f) "I just expected a teacher to come and spend time and this is what happened."

2) How do you feel about the project? Have you encountered any particular problems or benefits?

ANSWERS: a) everyone though it was a good idea.

b) "The stuff was all over the house and we were cluttered up - worrying about the kit."

c) "I would have liked him to always have it by himself - V. is always bugging him."

d) "Only problem is that they break some of the toys." -- 2 parents said this.

e) "There were new games which the parent can play with the child. He is not afraid of school now."

f) "seemed to be more ideal for young children."

g) "I have learned more about him by watching and I learned what I should expect from him".

h) "It gave him more stimulation".

i) 2 said "It helped them."

3. Have you any comments about the time of year during which the project took place?

ANSWERS: a) 4 said NO

b) 6 thought it was good in the summer

c) 7 thought it would be better in the winter.

4. Have you any comments about the length of the project?

ANSWERS: a) 1 answered NO

b) 6 thought it was too short

c) 10 thought it was just right

d) one mentioned that if it was in the winter it could be longer.

5. Have you any comments about the visits i.e. number, frequency, etc.?

ANSWERS: a) 5 said once a week would be better

b) 3 said NO

c) 9 said it was all right

d) one mother said she wouldn't have minded if the teacher came twice a week.

6. What was your reaction to the student/s who visited?

ANSWERS: a) 17 out of 17 said they really liked her.

b) "It was nice to see how the students are prepared at university. I have an idea now about her training.

c) "She was friendly and easy to get along with."

7. What was the reaction to or involvement in the project of other adults? i.e. husbands, relatives, neighbors.

ANSWERS: a) 2 said they had no reactions or involvement.

b) 8 husbands got involved.

c) 7 said that neighbors and relatives thought it was a good idea.

d) "My husband had never been involved in anything like this before and we were all amazed at the little things that could be done."

e) "My neighbor thought it was really good because there are no kindergartens around."

f) Boyfriend said "I think it's a good idea - you're doing a really good job - Hope I'll see you again next year."

g) "My husband liked it at first but since we had the fight he didn't have nothing to do with it."

8. How do you feel about the group sessions?

ANSWERS: a) 5 mothers unable to attend but they said their children who went really enjoyed them.

b) 1 father wouldn't allow his family to go.

c) Everyone who attended said they really enjoyed them.

d) "It was interesting to get to know people - I never get out much

e) "It helped open my eyes about how you can get in and play with your child."

f) "I would really like to get to know everyone better."

II. MATERIALS:

1. What is your opinion of the choice of the materials in the kits?

ANSWERS: a) 9 said "They're good."

b) "Some were good, some weren't - some things were too level for him."

c) "Certain things to meet certain goals and objectives were written down - they did a fantastic job."

d) "He got more enjoyment from home - made toys than ones that were bought."

e) "Some he did often, some he didn't touch."

f) "I preferred educational materials rather than just toys."

2. Which materials or ideas in the kits were completely new to your child, or you?

ANSWERS: felt boards, design cards and styro foam, garden pictures, song books, puzzles, alphabet cards, painting, picture dominoes, all of the home - made things, magnets, siphon, scales, finger painting, smell kits, feel boxes, classification pictures, cans with clothes pins, # book with buttons, shake kit, baby harness, nuts and bolts, elastic board with nails, water play.

3. Which materials or ideas would you be inclined to use in the future?

ANSWERS: a) 3 said "I don't know."

b) 3 said "just about everything."

c) felt boards, wood building blocks, styrofoam shapes, paints, different colored discs, design cards, dice game, ABC's and numbers, games you can play with your child, weigh scales, picture dominoes, puzzles, books, matching activities, nuts and bolts, smell kits, gluing, cutting, coloring activities, Rocket Ring Toys.

4. To what extent were the kits used during the two week periods in which they were left in your home?

ANSWERS: a) 9 answered "frequently"

b) 3 answered "not very much" because it was summer and they would play outside

c) "Not as much as I would have liked to have seen."

d) "The first week - everyday") 2 mothers
"The 2nd week - very little") said this

e) "Whenever the little one was put to sleep he would play with it."

5. Who took responsibiltiy for the care of the kits? If the responsibility was solely yours how did you cope with it?

ANSWERS: a) 13 said "I did."

b) 3 said the responsibiltiy was shared.

c) one said that after the first kit they learned to put them away.

d) "If there were other children playing with it, I kept an eye on it and would check through it when they had finished."

e) "Frustrating at times."

f) Supervised while they had it - one thing at a time.

g) "It was bery hard sometimes."

h) "When they argued or fought over it, I would take it away."

i) "The two older ones took care of it quite abit."

j) "I would put it up on the shell away from her."

6. Have you noticed any ways in which your child has gained more of a sense of responsibility for the care of materials?

ANSWERS: a) 2 said NO

b) one said he's always had a good sense of responsibility.

c) "he always puts them back in the same box, he knows where they go."

d) "he realizes that it has to be used again by other children so he took care of it."

e) "these toys he knows he has to take care of because they're teachers - his own toys he wrecks more."

f) "When theres other children around, he makes sure that they don't get wrecked, but he's not so careful when he is by himself."

III. BEHAVIOR AND INTERACTION:

1. Have you seen any changes in your child's behavior as a result of being involved in this project?

(ii) His skill Development?

ANSWERS: a) 3 said NO

b) 3 just said YES

c) "more stimulation"

d) "he's learned numbers alot more"

e) "scissors, pasting and coloring"

f) "counting YES - but she can't read yet, I have to read to her."

g) "he wasn't interested in drawing and painting before, now he loves it!"

h) "he used to be frightened of finger painting and school - now he isn't at all."

(iii) His Interaction with other Children?

ANSWERS: a) 10 said that they haven't really noticed any changes - they've always gotten along well.

b) "he picks on the younger one"

c) "he plays more"

d) "if there's only 2 he's fine - if a 3rd one comes along he just fights."

e) "he's got a few more things in common to talk about now"

f) "she teaches the younger children now"

g) "she plays school all the time."

(iv) His Interaction with other Adults?

ANSWERS: a) 7 said NO

b) "he's learning his manners" 2 said this

c) "always shows the kits to grandmother and relatives

d) "he's more interested - he likes to chat - just like he's grown up."

e) "she's getting a little less shy." 2 said this

f) "if he doesn't like someone he can be a little Hellian, if he likes someone like you he alway follows them aroung."

(v) His interaction with you?

ANSWERS: a) 11 said NO

b) "more occasion for him to ask me to join in"

c) "he listens better."

d) "grown up a bit more."

e) "when we're doing things together there's a good relationship.

He has a need to be recognized and to do his own thing."

f) "he's nicer."

g) "she tells us things."

(vi) his interests - were they broadened?

ANSWERS: a) 4 said just YES

b) 1 said just NO

c) "she likes to color and try to read."

d) "Yes - he likes blocks to build."

e) "he's more interested in attending kindergarten - he asks - Is this what kindergarten is like?". 2 said this

f) "Yes - he realizes that he can do more."

g) "Yes - the things that caught his eye were very interesting to him."

h) "Yes - because he has had more stimulation"

i) "she knows how to count now."

IV. FUTURE:

1. If a similar project were being planned in the future what suggestions would you make?

ANSWERS: a) 7 had no suggestions

b) 4 said they would prefer to have it in the winter

c) "The visits could be more often."

d) "I would like to see it geared more for the individual child."

e) "I don't think someone should get involved if they have a baby."

f) "Take out the baby toys i.e. xylophone, puzzles, horses."

g) "To have the teacher come in once more during the week in addition to the time when she brings the kit."

h) "Some stuff is easy to break, you can't always be watching what they're doing."

1. How would you feel about being involved in it?

ANSWERS: a) 2 said NO

b) 4 there was no comment

c) 7 just said YES

d) 4 said they wouldn't mind being in the teachers role or help make kits - these people had no younger children.

2. How do you feel about a kit of materials being made available for a child in your family aged 1, 2, or 3?

ANSWERS: a) 12 just said "that's a good idea".

b) "that would be good because your constantly toying to think of things to do with them"

c) "they'd learn more - most mothers don't make time to sit down with them and teach them."

d) "It would help mother get an idea of what to do with them."

e) "Home-made toys seem to occupy them."

3. Are you sure that your child will be attending kindergarten in Sept./74?

ANSWERS: a) 16 said "Yes for sure"

b) One is enrolled but is on a waiting list - this is the family that moved to Leduc.

c) I don't think L. (husband) will allow it.

4. What will your involvement be in this program? (Kindergarten)

ANSWERS: a) "I don't know, it will be hard to get a baby-sitter."

b) one mother said that she will be unable to help because she is going to try to go back to work.

c) one mother just said "I won't be able to."

d) 14 mothers are quite willing to be an aide to the teacher when asked. Some know for sure when they will be doing this.

e) 5 mothers are on some sort of committee for the kindergarten i.e. Advisory Committee, telephone committee, rooster committee.

f) One mother said
"I find it exciting in a way. It makes being a housewife and a mother more interesting. Back to observing and learning and away from the humdrums of housework."

In-Home Early Childhood Education Project

Final Report

Appendix B

EARLY CHILDHOOD KITS

Created by Students from

Ed. CI 404 Curriculum & Instruction in Early Childhood
under the direction of
Lorene Everett & Sheila Campbell
Assistant Professors

Department of Elementary Education

University of Alberta

Spring 1974

Kits and Materials

This appendix contains the outlines of the kits showing the curriculum area, the material included in the kit for that area, the suggested uses for the material, the source of the material or the idea for the material and wherever possible the approximate cost. The project staff reviewed the lists after the project concluded and used the following code to identify materials with particularly desirable or undesirable characteristics.

Desirable Characteristics

* 1 wide appeal to different levels and ages
* 2 highly attractive to children 4 ½ – 5 ½ yrs.
* 3 successful in developing skill in the particular curriculum area
* 4 parents expressed approval
* 5 appealed to younger siblings

Undesirable Characteristics

° 1 not durable or of inferior quality
° 2 considered to be dangerous
° 3 not challenging enough for most children aged 4 ½ to 5 ½ years
° 4 difficult to transport
° 5 considered unsuitable and removed before kits were circulated.

For a complete description of how the kits and materials were developed and used see the section on Kits and Materials in the body of the report.

EARLY CHILDHOOD KIT
Blue - Model Kit

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	Can Stilts		- Made	
2. Small Motor	Police Car Lego Yarn and Clothespin Threading Activity		- Eatons - Made	$1.19
3. Sensory Awareness and Discrimination	Color Shape Game Feel Box		- Made - Made	
4. Abstracting and Mediating	Flannel Board *4		- Made - flannel - Bay	$1.20
5. Relational concepts	Lock and Key Board *1		- Made - Workjobs	
6. Language	Puppets		- Made	
7. Exploring the Environment	Float and Sink		- Made - Workjobs	
8. Mathematics	Planes and Pilots *1	- one to one relationships	- rest made	$1.20 planes
9. Self Awareness	Dress-Up Kit *1		- made	

10. Expressive Activity	Instruments and Harmonica	- Army and Navy	$1.19
11. Imagination and Feeling Stimulator	Bubble Soap	- Woodwards	$ .35
12. Ideas for Parents	(see booklet)		

OBJECTIVES

General

To develop social, physical, intellectual, creative and emotional skills of young children through play.

Specific

1. To develop the gross motor skill of balancing by use of tin can stilts.
2. To develop small motor skills by manipulation of lego and by threading clothespins on yarn.
3. To develop discrimination skills (color and shape) as well as co-operation in playing the shape game.
4. To develop the sense of touch (feel box).
5. To develop sequencing skills by following a story with figures on a flannel board.
6. To develop discrimination of size and shape on the lock and key board. Also develops small motor skills.
7. To develop conversation skills, vocabulary and creative thinking through use of puppets.
8. To discover, through experimentation, which objects float and sink.
9. To develop the concept of one-to-one correspondence through manipulation of toy airplanes and pilots.
10. To develop an understanding of other roles through dress up and dramatic play.
11. To introduce the child to musical instruments. To develop rhythm and self expressive music (harmonica).
12. To develop a sense of enjoyment of beauty through the blowing of bubbles.
13. To share with parents ideas for activities they can use with their children.

EARLY CHILDHOOD KIT
Blue #1

Created by Wendy Holland

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	Ball	The ball can be used for bouncing or in a game of catch.	Ball purchased at the Army & Navy.	$ .49
	6 Bleach Bottles *2	The bottles can be set up for a bowling game. Encourage the child to count the bottles as he is setting them up, and to count the bottles he has knocked over with the ball.	Bleach bottles collected.	
			A piece of wallpaper marked with circles indicating bottle placement for bowling game.	
2. Small Motor	Tinker Toys *5.	Can be used for construction.	Bought at Toys and Wheels. Set No. 136. Mfg. Questor Co.	$4.98
	Clear acetate	May be used for one-to-one correspondence, color discrimination, ordering (by lengths of the sticks). The child can draw, or print. The child can try to copy the shapes on the cards. The child can be shown how to trace through the acetate (i.e. trace cartoons, shapes)	Acetate sheet	$ .05
	Felt pens *1		Felt pens-water colors.	$ .89
	J-cloth			
	Shape cards		Shape cards - made from cardboard and laminated. The cards contain geometric shapes as well as some patterns.	

3. Sensory Awareness and Discrimination	Feel Box	The child can use the box himself to match the things that feel the same. The box can also be used to increase vocabulary and descriptive skills. An adult can ask the child to verbalize what he feels. The box may be used to explore heavy, light; smooth, rough; hard, soft, etc.	Box open at both ends. An assortment of pairs of articles.	
4. Abstracting and Mediating	Wacky Stack Felt shapes Flannel Board *4	Can be used for ordering smallest to largest. Can also be used for color discrimination. Use for classification by shape or color. Also may be used for ordering (smallest to largest). The child may use these alone to make pictures or designs.	Purchased at Woodwards Mfg. by Child Guidance Inc. Felt shapes cut - felt 25¢ per square foot. Flannel board made (see #9 self-awareness)	$1.39 $ .50
5. Relational Concepts	Number Cards (more than less than)	An adult could go through the cards with the child to get the child to determine whether the second group of things represented is more than or less than the first. The child can place the cards in piles of "the same number" and "different number".	Cards made up with animal and shape stickers and laminated. A master card is made with "same number" and "different number". Stickers from Moyers 29¢ per package cardboard laminating	$ .87 $ .25 $1.50
6. Language	Puppet theatre Puppets *1	Encourage the child to put on a show. Encourage conversation between puppets.	Theatre made- front is 24" X 18" with a screen cut out. There is one 12" X 18" supporting piece on each side of the front. 	

			The whole unit was painted and the edges bound with cloth tape (to prevent slivers) Curtains were also made Wood - 1/4" ply-wood spray paint cloth tape material(curtains) 4 - 1" hinges Puppets were made-using scraps of material. The pattern was made by tracing my hand i.e. The two animal puppets have pelon eyes. The human puppets have pelon faces. Features were drawn with felt pen. Hair is made with wool.	 $2.00 $ .69 $ .50 $ .90
7. Exploring the Environment	Water Play *1	An adult could introduce articles (such as a penny, cork, sponge, piece of wood) and encourage the child to discover which things sink and float. An adult can encourage measuring activities using the containers.	All items purchased at the Army and Navy Store. Liquid soap plastic basin set of 4 plastic measuring cups metal mixer funnel Empty soap squeeze bottle	 $ .47 $ .49 $ .49 $ .59 $ .39

8. Mathematics	Numbered cans with clothespins	Putting the cans in their numbered order could be encouraged. Idea adapted from workjobs, Page 150.	This activity was made from 10 - 12 oz. juice tins. They were spray painted red, then marked (with black felt pen) with the numbers one to ten and corresponding number of dots. Clothespins are used to count. spray paint $1.69 clothespins $ .97	
	Nail board	The patterns cards used with the felt pens and acetate can also be used here. See if the child can copy the geometric shapes. Can be use for counting i.e. "Put the elastic around 5 nails!"	This activity was made from a piece of wood 8"X14". It was ruled so that there is a nail every 1". 1 inch nails were used. The board was spray painted. Instead of elastic bands, fine lingere elastic was cut into various lengths, and the ends sewn together. wood $ .30 nails $ .30 spray paint $1.69 elastic $ .29	
9. Self Awareness	Flannel board *2	As the child is putting the figure or faces together, get him to verbalize the names of parts of the body. Encourage the child to look at himself carefully in the mirror.	Adapted from Moyers Catalogue Pg. 152 The flannel board was made by stretching flannel over a piece of cardboard. The flannel was glued down and the edges of the board taped.	

			The figure and facial features were cut from felt. cardboard flannel felt-4 pieces at $.25 per piece	 $ .25 $ .59 $1.00
10. Expressive Activity	Xylophone *5	An adult could do listending exercises with the child using the xylophone i.e. which note is higher.	Purchased at Jack and Jill (Bonnie Doon) Fischer Price Toy.	$5.99
11. Imagination and Feeling Stimulator	Play Dough and Cookie Cutters *1 Book Let's go, Trucks	An adult can read to the child.	Recipe for play dough 1 1/2 cup flour 1/2 cup salt 1/2 cup water 2 tbsp. oil food coloring book purchased	 $ .39

OBJECTIVES

General: To develop social, physical, intellectual, creative and emotional skills of young children through play.

Specific: Gross Motor - To develop gross motor skills of rolling a ball (at a target) and bouncing, throwing and catching a ball.

Small Motor - To develop small motor skills through manipulation of Tinker Toys. To develop eye-hand co-ordination through drawing and tracing on acetate, and through copying the shape cards.

Sensory Awareness and Discrimination - Development of the sense of touch with the feel box. Development of the child's vocabulary through his verbalizing of what he feels.

Abstracting and Mediating - To develop the child's skill in ordering by size through use of the Wacky Stack game.

Relational Concepts - To develop classification skills - by shape, size and color of felt shapes.

- To develop comparison skills - related to numbers on two sides of cards. The child will use more than and less than.
- The development of vocabulary and communication skills through use of puppets. Also, to develop imagination in creating stories to go with the puppets.
- To learn about water and some of its simple properties (float and sink activity). To introduce the child to the idea of simple measurement.
- The child will be able to match clothespins with the number of dots presented on cans (one-to-one correspondence).
- To develop concepts of how shapes are made by manipulation of elastic on a nail board. Also, to develop small muscle control.
- To develop an awareness of the parts of the body. To be able to put features on a face, and name the features.
- To encourage expressive activities and imagination through the child's use of a xylophone and of play dough.
- To share with parents ideas for activities that they can use with their children.

EARLY CHILDHOOD KIT
Blue #2

Created by Judy Strohschein

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	Rope climber	Avoid spreading adult phobias while insuring child's safety. Rope is to be tied on a beam or a heavy tree branch so the bottom loop is very near the ground. The child should be allowed to experiment on the rope at his ease.	MacLeod's Hardware	$ 2.20 (11¢/foot)
2. Small motor	Transportation puzzle	Encourage selection of pieces by color as well as shape.	Moyer's 119 St. & 109 Ave.	$ 4.25
3. Sensory Awareness and Discrimination	See and Say Mattel Pointing Toy	Encourage listening for sounds of each object pictured. Explain that the pointer is only to be turned to the right, and that when the string is pulled out, it should be released, and not held. The See and Say should be set flat on the floor or table and not moved while the recording is playing.	Simpsons-Sears Mattel Toy Mft.	$ 7.99
4. Abstracting and Mediating	Obstacle course instructions only home articles	Course should be as easy or as hard as is comfortable for the child. He must succeed it - so make it in his ability range. Explain to parent that household furniture and easy "found" Materials may be used, and the directions would suit the equipment...e.g. "walk on the rope stretched out on the grass, crawl under the stool, jump over the garden hose, slide through the cardboard box on your stomach, sit in the clothes basket to finish.		

Curriculum Area	Material	Suggested Uses	Source	Cost
5. Relational Concepts	Animal puzzle	Encourage or assist child in pairing the animals into like groups, then have child comment on with - without.	Tops in Toys Timpo Toys Mft.	$ 1.96 (98¢ a set)
6. Language	Book and Flannel board pictures Story	The story is to be read to the child, then she should be given the flannel board and pictures to retell the story. The book should be available as reference to insure a feeling of success. Possibly the child could set up the pictures as the story is read to her, then put the pictures up without the story being read.	Woolco - Book -rest self-made using book to copy pictures -half a day drawing and painting.	$ .39
7. Exploring the Environment	Magnet	Allow child to find what the magnet will attract by using it on other than the objects provided. The magnet may be given to the child along with a collection of things. The child should then experiment with the magnet and things, then with the magnet and other household items.	Moyers	$ 3.35
	Yam *4	Let the child keep the water level at a regular level, and encourage discussion about the growth seen. The yam is to be "planted" by sticking toothpicks into it and suspending the yam part in water and part above in a glass, or other transparent container. The yam should be half in the water and half above the jar. Keep the jar full of water. Roots will grow in the water, and lovely	Safeway	$ .35

Curriculum Area	Material	Suggested Uses	Source	Cost
7. Exploring the Environment	Yam	vine will grow above. *This item is to stay in the home, as in two weeks the growth will not be complete.		
	Magnifying Glass	Encourage the use of the magnifying glass in observing many objects indoors and out.	McBain Camera Supply	$ 1.90
8. Mathematics	See and Say	As the child points the dial, he could be encouraged to comment on the number of things in the group he sees before pulling the string. Instructions for use on card 3.		
9. Self Awareness	Book about Me (to stay with child)	In the book provided, the parent can guide the child and assist him in filling in the headings of the book.		$ 1.27
10. Expressive Activity	Poems and songs on tape	The parent would put on the tape, and with the child listen. At another time the child could be encouraged to dance or sing along, or paint a picture of his favorite selection. I would think the dancing or moving and singing would be spontaneous after several listenings.	Zellers - tape	$ 1.27
11. Imagination and Feeling Stimulator	Goldfish *4	Care of Goldfish - - keep bowl in a shaded spot. - water should be changed regularly, every 2-3 days.	Zellers - fish bowl gravel food MacLeods - chlor-out	 $ .59 $ 1.39 $ .39 $ .39 $ 1.27

Curriculum Area	Material	Suggested Use	Source	Cost
11. Imagination and Feeling Stimulator	Goldfish	- use Chlor-out as directed on package to eliminate chlorine which is in tap water and would kill the fish. - water should be approximately the same temperature before transferring fish. - feed fish once daily - only a little. - keep fish uncovered. Plastic and elastic is only to be used in travelling to another home. - the child could watch the way the fish swims, breathes, eats, etc - if fish begins jumping, cover with mesh and elastic to prevent him jumping out and dying.		
12. Ideas for Parents		Look at each article to be discarded to see if it has play potential. Parents may read cards and use ideas if they choose.		

OBJECTIVES

General:
To develop social, physical, intellectual, creative, and emotional skills of young children through play.

Specific:
To provide the child with a variety of materials he can use to play with while simultaneously enriching his learning potential by expanding his experience and awareness.

To expand the parents' awareness of play as a medium for learning.

AV EQUIPMENT REQUIRED TO ACCOMPANY KIT

- A cassette tape recorder is needed to accompany this kit.

ITEMS TO BE REPLACED

- Yam
- Book About Me Booklet - which must include a fold-out page large enough to trace a child - 18" X 48" should be sufficient.

SAFETY CONCERNS

- Keep Chlor-Out out of reach of children.
- Return magnifying glass ot its case when not using it so it doesn't break or start a fire if left in the sunlight.

EARLY CHILDHOOD KIT
Blue #3

Created by Marie Kuhn

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	Bean Bags Stepping Stones	To develop gross motor skills of large muscles involving throwing, balancing, walking, jumping, hopping (2 feet, 1 foot), pushing.		
2. Small Motor	Building Set Art Materials for crayoning, brush painting, finger painting, pastel art	To develop small motor skills of small muscles and eye-hand co-ordination through stacking, taking apart, and making fingers move.		
3. Sensory Awareness and Discrimination	Playskool various coloured and shaped blocks	To develop sensory awareness and discrimination skills through - feeling shapes in three dimensional form - grouping like colours together - grouping like shapes - combining colours and shapes to create new shapes. To develop expressive activity through story play. To develop creative skills in solving building problems. To develop relational concepts such as more than, less than, higher than, lower than, longer than, shorter than.		
4. Abstracting and Mediating	Lotto Shpaes Game	To develop abstracting and mediating skills by matching shapes and colours.		

Curriculum Area	Material	Suggested Uses	Source	Cost
5. Relational Concepts	Wheel Time Chart	To develop the relational concept of time - the time sequence of the days of the week and of yesterday, today, tomorrow.		
6. Language	Shoe Box of Farm Animals	To develop language skills by naming animals, matching the right sounds to the animals (verbal labels and association skills) and by encouraging story play with animals.		
	Book - Hop Aboard - Here We Go	To develop language skills through listening, attaching verbal labels to pictures and by discriminating colours and shapes. Also language skills are developed through enjoyment of story.		
7. Exploring the Environment	Salt Garden	To become aware of our environment by seeing the mixing of certain elements transformed into new matter. To learn what evaporate means.		
8. Mathematics	Cars and Garage Game	To develop a matching of dominoe groupings to numerical symbols i.e. . . 2 To develop dominoe grouping sequence 1 - 10. To develop numberical sequence 1 - 10.		

Curriculum Area	Material	Suggested Uses	Source	Cost
9. Self Awareness	Bag of Hats *2	To develop self concept or self awareness through wearing of different hats.		
10. Expressive Activity	Record - A Child's Introduction to Rhythm Triangle	To develop expressive activity through the use of rhythmical activities and triangle rhythm instrument. To develop gross motor muscle activity through large muscle rhythmical activities i.e. marching.		
11. Imagination and Feeling Stimulator	Kaleidoscope	To develop a sense of enjoyment of interesting and beautiful colourful geometric shape designs.		
12. Ideas for Parents	Cookie Recipe Finger Plays	To give parents ideas for activities they can share with their children for the enjoyment of both parents and children and to develop a sense of well being for both.		

OBJECTIVES

General:
To develop the social, physical, intellectual, creative, and emotional skills of young children through play.

AV EQUIPMENT NEEDED TO ACCOMPANY KIT

- record player

ITEMS TO BE REPLACED

- tempera paint, liquid starch, crayons, paper, laundry bluing, ammonia

SAFETY CONCERNS

- Keep tempera powdered paint pastels, liquid starch, laundry bluing, ammonia out of reach of small children.

EARLY CHILDHOOD KIT
Blue #4

Created by Valerie Hing-yee Man

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	- golf ball and stick *1	- hit the ball as it rolls along. For both hand and arm muscle development and good for running skill development. Good for eye-hand coordination as one has to aim at the ball. - the ball can be used for both throwing and kicking too.	- Purchased at Army and Navy Dept. Store Ltd.	$ 0.59
	- frisbee	- hand, arm muscle development. Throwing the frisbee. - good running exercises too. - may develop gradually catching skill too.	- Purchased at Army and Navy Dept. Store Ltd. - Reliable ZZZZZ H M WHZZZZZ	$ 0.29
2. Small Motor	- stringing beads - color plastic - various shapes *1	- stringing the beads - classifying according to shape or color	- Purchased at Bay Dept. Store - Lincoln International Play and Learn	$ 1.19
	- scissors and glue and construction papers *1	- generally use for cutting various shapes which are traced on the construction papers. - child can do any creative cutting and gluing.	- scissors and glue purchased at Bay Dept. Store - construction papers from workroom	$ 0.39 scissors $ 0.29 glue
3. Sensory Awareness and Discrimination	Sight - shape models to match on card	- to match the shapes on the chart with the provided models.	- made - the shapes are made from styrofoam board and with color construction paper. - glue on the both faces - the matching chart is made of construction paper laminated and then strengthened by cardboard.	

	- Color Concept The Color Train Book Sound (Hearing) - a tambourine - a flute - a mysterious sound can(cow) - balloons on a tube	- an adult either parent or teacher can help the child read through the color train book to learn the color concept. - Let child explore and experiment with the 3 different instruments namely the tambourine, the flute and the sound can. - Use tambourine for making rhythm - Try to imitate the sounds made by the three instruments. - Child can blow at the balloon and let go, the balloon will deflate and make a sound	- Purchased at Wood-Wards Store - By Golden Press - Purchased at Bay Dept. Store - Walt Disney Production made in U.S.A. - Purchased at Goodwill Store (old toy) - Purchased at Goodwill Store (old toy) - made in Alberta(Banff) - purchased at Zellers	$ 1.00 $ 2.79 tambourine $ .29 flute $ .05 sound can $ .59 balloons
4. Abstracting and Mediating	Classification - self made figures - letters and numbers in different colors Matching or Association - shoes cut outs and shoes cut outs on the matching cardboard	- To classify according to color. - To sort out the same shapes or letters or numbers. - Encourage child to group them in other ways as the child thinks. - To matching the shoes into pairs	- material from workroom Just bend them into different shapes or form the numbers or letters. - self made The shoes are cut from catalogues, pasted onto hard construction paper and cut out and laminated same with the matching cardboard. It is laminated. An envelope stuck at the back of the cardboard is used to hold the shoes.	

5. Relational Concepts	Left and Right - cut out cardboard models of left and right hands and left and right feet	- Ask child to show his left hand then right hand - Ask him to place his hand on the traced out hands on the cardboard. - Do the same with left and right foot. - Ask child to pick up the left then right hand cut outs. Ask him to match the left and right hands and left and right feet with the traced out ones on the board.	- self made - trace both your left and right hand on hard cardboard and cut out. Do the same with left and right foot. - trace the shape on the cardboard sheet. Use a big envelope to hold the cut outs and stick envelope at the back of cardboard sheet.	
6. Language	- View master and slides set *1 Wild Animals of Africa	- Ask child what they know about animals. Find out if they like animals. - Let child try viewing the slide set Wild Animals of Africa.	- purchased at Woodwards Store - manufactured by Gaf	$ 2.67 View Master $ 1.59 Slide Set
	- A B C wheel "Guess What?"	- The A B C rotating disc can be used by child. Perhaps sing the alphabet song as he rotates the disc to look at the alphabets.	- self made The cardboard sheet is white with A B C D ... printed on. The rotating disc is made out of hard construction paper and being laminated.	
	- Record story and book "Goldilocks and the Three Bears"	- To play the record story "Goldilock and the Three Bears." Needs the parents' help. Help the child to look through the book while listening to the story.	- purchased at Bay Dept. Store - Walt Disney Production	$ 1.59 record story
7. Exploring the Environment	Wind What the wind can do?			

	- a pinwheel °1	- What the wind can do? Encourage child to try out the pinwheel, and the parachute	- purchased at Simpsons Sears Store - made in Japan	$ 0.29 pinwheel
	- a kite °1	- To try flying the kite, it needs the parents' or older siblings' help By experimenting, hopefully the child will realize the wind can help the pinwheel, the parachute and the kite to fly or operate.	- purchased at Tops in Toys - manufactured by Fredericks Corp. Chicago.	$ 0.99 kite
	- strings for the kite		- purchased at Woodwards	$ 0.29 string for kite
	- a parachute °1		- self made - cut out a circular piece of cloth, hem the edge. Tie strings from one end to the opposite end. 4 strings altogether. Tie a toy man at the end.	
8. Mathematics	- My number book	- The child can count the buttons to help him learn the number concept. The number printed on the number book page may help the recognition of the numerals 1 to 10..	- self made - book is made of cardboard pages - numbers 1-10 are printed each on a page. Corresponding number of buttons are sewed on.	
	- The Number Spin Wheel	- The number spin can be used for counting, number recognition and matching activities such as matching the number to the correct number of things, or match the number of dots to the same number of things.	- self made from light cardboard - the pictures cut outs were from various magazines and pamphlets - the numbers were printed on	

9. Self Awareness	- a cassette tape	- The visiting teacher needs to take along a cassette record if the family doesn't have one. Let child speak and tape down his own voice and play for him to hear his own voice.	- purchased at Army and Navy Store Ltd.	$ 0.63
	- a sunglass °1 (play)	- Ask child to look into the mirror then put on the sunglass and re-look into the mirror. Ask him to describe how he looks in both cases.	- purchased at Army and Navy Store Ltd.	$ 0.39
10. Expressive Activity	- a cowboy hat - 2 short guns - a belt and gun - holders °5	- Encourage child to put on the cowboy set and pretend to be a cowboy. - Encourage child to dramatize what cowboys are like as seen in the Western movies.	- hat purchased at Top of Toys - guns purchased at Simpsons Sears. Manufactured by Milner Leather Ltd.	$ 0.98 hat $ 3.49 belt & guns & holders
	- water squirt °5	- Child can play with water squirt independently.	- purchased at Army & Navy Store Ltd.	$ 0.59 water squirt
11. Imagination and Feeling Stimulator	- a hunting gun (toy) °5	- Encourage Child to sing the song "A Hunting We will Go" same tune as "Farmer in the dell". The song is written at the back envelope on the cardboard forest ground.	- purchased at Simpsons Sears - manufactured in Hong Kong	$ 0.99 hunting toy gun
	- a forest with animals	- Ask child to pretend to be a hunter. - Stand the animals all up on to the forest ground. - Ask child to shoot the animals. Whenever one animal gets shot, should remove that animal from the board. - May even encourage child to imitate the sound made by the various animals.	- self made from cardboards and construction papers. Animals were traced out and cut out and laminated. A double cardboard board is made for the forest ground. Construction paper grass is glued on. Slits were made for animals to stand.	$ 0.80 laminating the animals

12. Ideas for Parents	- ideas given on cardboard card - storybooks	- Encourage parent t. take child to visit Alberta Game Farm - Encourage parent to read story to child (a) The Little Red Hen (b) My Little Book of Pets	- purchased at Woolco	$ 0.44 story books

OBJECTIVES

General
- To develop the social, physical, intellectual, creative, and emotional aspects of the child through play.
- To develop awareness in parents that they will like to involve in their children's kindergarten or school program.
- To develop parent-teacher cooperation through home visits and parents-teacher group sessions.

Specific
Gross Motor
- To develop throwing and catching skills through playing with frisbee.
- To develop eye-hand coordination involving hand and arm muscle movement during playing with golf. To develop also aiming skill by hitting the golf ball with the golf stick.
- To exercise and practise running skills through playing golf and frisbee.

Small Motor
- To develop eye-hand-finger coordination by stringing beads.
- To develop and provide cutting with scissors skills.

Sensory Awareness and Discrimination
- To develop perception skills through matching activities, matching the various shapes to gain the concept of shapes: circle, rectangle, square, and triangle.
- To develop color discrimination skills through the color train book.
- To experiment with 3 different sound producing instruments namely tambourine, flute and sound box to find out the kind of noise or sound the three different instruments produced.

Abstracting and Mediating
- To classify things according to color and shape with the materials provided e.g. different color letters and numbers.
- To match things into pairs with the provided matching shoes activity.

Relational Concepts
- To develop the concepts of Left and Right through the giving activity and relating to personal experience e.g. trace out your Left hand, Right hand, Left foot, Right foot.

Language
- To develop listening skills through the use of record story "Goldilock and the Three Bears."
- To give child a chance to talk about a specific topic say "Animals" from their personal experience on viewing the section of slides called "Wild Animals of Africa."

Exploring the Environment
- By actual manipulating or playing with the pinwheel, toy parachute and kite, to realize what wind (an influential factor in the environment) can do to some of the things.

Mathematics
- To develop number concept 1 - 10 through counting with buttons on the number book.
- To develop the quantity of number concept through playing with the number wheel, by matching same number of things to same number of dots.
- To develop number recognition by both "My Number Book" and "The Number Wheel."

Self Awareness
- To give the child a chance to listen to his own voice on tape by using a cassette tape and cassette recorder.
- To give the child a chance to look at himself at the mirror both with or without the sunglass on. Let the child realize the difference in his look and be more aware of himself.

Expressive Activity
- To develop the creative potential and ability of the child through dramatizing and role playing e.g. pretend to be a cowboy.

Imagination and Feeling Stimulator
- To develop the imaginative and creative potential and ability of the child through dramatic activities such as pretending to be a hunter going hunting - a simulation game.

Ideas for Parents
- To encourage parents to get involved with the Early Childhood Education.
- To develop parents' awareness in the vast potential of things they can do with their children.

EARLY CHILDHOOD KIT
Blue #5

Created by Brenda Pekar

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	Hula Hoop *1	With hoop tight against back, start hoop circling with a fast forward thrust of the right hand. Rotate body in circular motion against hoop. Do not twist body. Hoop can be kept in perpetual motion by sideways motion of body, or circular motion of body. The hoop can also be used for skipping.	Wham-O Mfg., Eaton's Store	$1.99
2. Small Motor	Rag Doll and Clothes *5	Child will practice buttoning, zippering, closing and opening snaps, tying shoe laces by dressing the rag doll.	Cut a pattern from paper. Use plain material for the doll(a light color). Get three buttons for the eyes and nose. With a felt pen make a mouth. Braid twenty strands of wool for the hair and sew on to doll. Doll's clothes were given to me. They are baby clothes.	Cloth for body, 3 buttons, felt pen, wool, old baby clothes. Use materials around the house.
	Lacing Card	With wool and dull needle the child will practice sewing by going in and out the holes on the lacing cards.	Trace a picture from a coloring book onto a sheet of cardboard. Laminate the picture and make holes with a nail. Wool and needles bought at Woodward's Northgate.	$.20 Needle $.89 Wool $.25 Cardboard $.40 Laminating

3. Sensory Awareness and Discrimination	Smell Kit *1	The child should open a bottle, smell what is in the bottle, and try to determine what is in the bottle. An adult should be present to check if the child is correct. A number is on the bottom of each bottle and there is an answer card to check against.	8 pill bottles, cotton baton, answer card. Fill the bottoms of each bottle with cotton, and add different materials (one in each). Pepper, cinnamon, onion, coffee, Vick's, perfume, ammonia, cocoa. Again, cover with cotton. Cover bottles if clear. Number bottles on the bottom. Make an answer sheet.	8 pill bottles, cotton baton, answer card, tape, mactac, 8 different things to smell. No cost.
4. Abstracting and Mediating	Classification Cards	The child is to group the pictures how he feels they should be grouped. An adult should listen to the child as the child tells why he grouped the pictures as he did. There is no right and wrong way to group the pictures.	Cut cards 3"X4". Cut pictures from a catalogue and paste on the cards. Laminate.	3"X4" cards from 1 sheet cardboard $ .25 pictures glue laminating $ .80
5. Relational Concepts	Matching Cards	The child should match the cards (two cards each have the same design). The colors on the back of the card will give the child the answer. If the shapes he has matched are the same the colors on the back should also be the same.	Cut 20 3"X4" cards. Draw one design on two cards. Put the answer on the back with a colored pen. (The same color on the cards that are the same). Laminate.	$ .25 cards colored pencils $ .40 laminating

6. Language	Can Telephones	Two people each take a can and separate until string is tight. One talks into the can while the other person listens.	Cut the top off one side of each can. Punch a hole in the middle of the other lids with a nail. Cover the cans with mactac. Tie a 10' string through the holes of the cans.	- 2 tin cans - mactac - string (above all gathered at home).
	Objects to talk about (2 curlers, 1 marble, ruler, felt pen, pencil, plastic ring, cotton baton)	Child holds an object and tells an adult all he can say about the object. The adult might ask questions to get the child to think about different aspects of the object.	Gathered at home.	None.
7. Exploring the Environment	Hammer, nails, 2 boards *2	The child should be permitted to use these materials as he chooses. An adult might guide the child with handling of the materials.	Hammer - Army & Navy Nails - Woodward's Northgate (Sidbec-Dosco) Boards found at home	$ .79 $ .69 None.
8. Mathematics	Scale *1	The child should find things he would like to weigh and put them on the scale. An adult should guide in reading of the weight. (Directions on putting the scale together are in the box that the scale is in).	Woodward's (Fuji Keiki Seizo Co.)	$7.98
9. Self Awareness	Brush, comb, Kleenex	The child can use these to comb his own hair in the morning and during the day. The Kleenex can be used for many uses, e.g. blowing nose, wiping his face, etc.	Woodward's	$ .79 Brush $ .25 Comb $ .05 Kleenex

10. Expressive Activity	Drum *2	Child will practice beating the drum to different rhythms and with different things (i.e. sticks or hands).	Romper Room	$3.98
11. Imagination and Feeling Stimulator	Bubble Bath	For use in bath tub, this is particularly for enjoyment. Show how much bubble bath is needed. Discuss how it feels to take a bath with bubbles and how you feel afterwards.	Drug Mart (Mr. Bubble)	$ .67

OBJECTIVES: General

To develop social, physical, intellectual, creative, and emotional skills of young children through play.

Specific

Gross Motor
To develop gross motor skills through the use of a hula hoop.

Small Motor
To develop small motor skills through the use of a rag doll (with buttons, zipper, snaps, and ties) and lacing cards.

Sensory Awareness and Discrimination
To develop sensory awareness and discrimination skills through the use of a smell kit.

Abstracting and Mediating
To develop classification skills through the use of classification picture cards.

Relational Concepts
To develop relativity skills through the use of matching cards (same as).

Language
To develop vocabulary with the use of can telephones and objects to talk about.

Exploring the Environment
To aid the exploration of the environment with the use of hammer, nails and boards.

Mathematics.
To develop weight concepts with the use of a scale.

Self Awareness
To develop self awareness concept with the use of a brush, comb, and Kleenex.

Expressive Activity

Imagination and Feeling Stimulator
To stimulate imagination and feeling with bubble bath.

OTHER MATERIALS

- crayons
- scissors
- glue
- sheets of paper
- 2 books

EARLY CHILDHOOD KIT
BLUE #6

Created by Judy Hastings

Curriculum Area	Material	Suggested Uses	Source	Cost
1. Gross motor	- scoops and ball - plastic sack *1	- parent might play with child and increase distance - parent might time or conduct race	large bleach bottles, rubber ball - Feed Mill Camrose	ball 59¢ Free
2. Small motor	- screwboard - acetate sheets & markers *1 - Lego - scissors, paper sheets, colors, chalk - pan and cornmeal	- adult might discuss how screw works and screwdriver - discussion of drawings and how marker can be washed off - suggestions of different things can be made - parent may read story while child draws picture to go with it - ask how it feels - like what?	- hardware store Workjobs - CMPA Holden Hdwre. store Home & CMPA Safeway	$5.95 90¢
3. Sensory awareness and discrimination	sea shells	- discussion of where shells come from, what used to live in them, trip to library for related books.		
4. Abstracting and mediating	- stacking cans - sponge sort - weight jars *2	- comparison of sizes, perhaps with measure - use in water in bathtub, discuss how different - parent should help check to see if pairs of equal weight are identified	self-made, cut out top and bottom of cans in various sizes Zellers home-made, baby food jars filled with rice & Elmer's glue	sponges 89¢

Curriculum area	Material	Suggested Uses	Source	Cost
5. Language	My First Counting Book Railroad-Child Guidance	- parent should read book and practice with child. - child may need help at first assembling track-talk of where going and with who	Woolco Child Guidance No. 350	33¢ $3.69
6. Exploring the environment	- old alarm clock *2 - vine plant *4	- adult may help child discover what various dials are for and take apart with screw driver to see insides - parent can set up schedule of watering once a week	secondhand store home	$1.89
7. Mathematics	- marble sort - number flannel board	- parent might check cans to see child has correct order of numbers. - child may need assistance at first	cat food cans Workjobs & wall paper samples	
8. Self awareness	- dressup, jewellery, mirror *1	- parent might supply suggestions of where child is going - purpose	secondhand store	
9. Expressive activity	- tamborine	- other music from home (TV, radio, record player) might help child get started	Holden Variety Store	$1.15
10. Imagination and feeling stimulator	- X-rays - picture, "boy and hurt dog" - colored pegs	- discussion of what, and where various bones are - discussion of how boy feeling, how dog feeling - review colors and shapes, discuss what child has constructed	Hospital Secondhand store	
11. Ideas for Parents	- recipes and finger-plays	- own		

OBJECTIVES:

General:
- Through free play with and manipulation of toys, the child increases the repetoire of available responses.
- To develop the social, physical, intellectual, creative and emotional skills of young children through play.
- To heighten the ease with which representational sets can be adopted towards diverse materials.
- To increase the exposure of children and parents to the creative play possibilities of household "junk".

Specific:

Gross Motor
- to develop gross motor skills of throwing a ball and catching it. (scoop and ball)
- to develop jumping skill and balance. (plastic sack)

Small Motor
- to develop small motor skills through screwing screws into board, building activities, tracing activities, and writing skills.

Sensory Awareness and Discrimination
- development of the senses of touch and sight and also such discrimination skills as differences in size, shape, color and texture.

Abstracting and Mediating
- to develop the skills of ordering and classification of shape, texture and color.

Language
- the development of vacabulary and communication skills through manipulatory and print media.

Exploring the Environment
- to develop the skills of observation and inquiry.

Mathematics
- to develop a number concept.

Self Awareness
- to develop an awareness of how the individual fits into the group through dressup activities.

Expressive Activity
- to encourage expression through music.

Imagination and Feeling Stimulator
- to encourage imagination through the use of visual cues.

Ideas for Parents
- to encourage the parent to become involved in the enrichment process.

ITEMS TO BE REPLACED: corn meal, crayons, large sheets of paper - CMPA

SAFETY CONCERNS: marbles - might be swallowed by toddlers
colored pegs - might be swallowed by toddlers

EARLY CHILDHOOD KIT
Blue #7

Created by Erlinda Cardeno

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	Hopscotch *4		Self-made	Plastic - Approx. 2 yrds. Bathtub Appliques - $2.98 Tape (colored)
2. Small Motor	Alphabet Book	The child can match, then trace the pictures with a finger or a pencil. Then he can draw the picture or letter on the workbook and color it.	Manufacturer - Eatons	Book - $ .49 cardboard - $ .25 Workbook - $ .10 (approx.)
3. Sensory Awareness and Discrimination	5 pairs of sound cans	Have the child select pairs of similar sounds.	Self-made	10 cartons of bathroom tissue colored tape For sound - macaroni, beans, corn, clips, marbles, etc.
4. Abstracting and Mediating	Nesting Eggs Rubber duck	Show the big yellow egg to the child and have him take them apart till he sees the young duckling. Then have him put them together again into one big yellow egg.	Manufacturer - The Bay	Nesting Eggs- $1.59 duckling - $ .10
5. Relational Concepts	5 Pop bottles water measuring cup *2 Stick 2 bottles of different	(*Should be played outside or on an area where water can be spilled).	Self-made	Measuring cup-$ .39 stick - $ .99

	sizes and shapes	Have 2 bottles of different sizes and shape and have the child pour same amount of water in them and ask if they have the same amount, which has more, less. Work on this on different amounts of water. Then show the 5 bottles and have it arranged in order of their amount of water. Then hang the bottles (Insert ties on the stick and set it between 2 tables or 2 chairs) and let the child enjoy hearing the tune produced by tapping each bottle lightly with the accompanying metal.		
6. Language	2 Telephones *2	Have the child phone a friend: -to ask if he likes to play with him -to talk about the show on T.V. -etc.	Manufacturers-Moyers	Telephone- $1.69 ea
7. Exploring the Environment	Turn-a-Wheel Train *3	Tell the child that the train needs to go and probably he could find a way of making it move by attaching its wheels.	Manufacturer - Eatons	$ .99
8. Mathematics	Unifex Stair Interlocking Cubes	Have the child fit in a certain number of cubes on the stairs starting from the smallest one.	Manufacturer - Moyers	Stairs - $ 2.25 Cubes - $ 2.35
9. Self Awareness	Doctor n Nurses' Kit *1		Manufacturer - Eatons	Kit - $ 1.59

10. Expressive Activity	Tape on: -1. Daddy's Car (Side A) -2. What Do I Have in My Hands? (Side B) Pennies Cellophane		Self-Made Source - Come Dance With Me by Virginia Tanner	Tape - $ 1.29
11. Imagination and Feeling Stimulator	Terrarium Clear Bowl Sand dried plants stones shells	The terrarium could encourage a talk about its beauty. Then the children could make a little garden of their own through the provided materials. (Note: Do not let the child water the plants so that they can rearrange it over and over again.)	Self-Made	Bowl - $ 1.29 Dried Plants-$.99
12. Ideas for Parents	Buckets of Puppets		Source - Bag of Tricks! Fun Things to Make With the Groceries by James Razzi	

OBJECTIVES

General: - To develop social, physical, intellectual, creative, and emotional skills of young children through play.

Specific:

1. - To develop skill in jumping.
2. - To provide practice in the development of skill in tracing.
3. - To develop skill in discrimination of sounds heard.
4. - To learn the concepts of big - little, large - small, as well as relative sizes and shapes.

5.- To learn the concept of more - less through the study of relative volume of water.
6.- To develop fluency in verbal response skill.
7.- To discover a way of making an object work through the use of wheels.
8.- To provide practice and experience in working with numbers 1 - 10.
To see the difference in length of one stair to the other.
To see the relative quantity of cubes on the stairs.
9.- To develop an understanding of the need to take care for oneself.
10.- To clap and move in different tempo of the music.
To encourage freedom of body movement with music.
11.- To provide for encouragement of imagination.
To acquire satisfaction from doing the task which allow enjoyment of craftsmanship.

EARLY CHILDHOOD KIT
Yellow - Model Kit

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	Tin Can Stilts	- The child stands on the cans and holds a rope in each hand at waist or chest level. With each step he pulls on the strings and lifts the cans with his feet. How to make: Punch two holes in top of opened can. Run rope through the hole and tie inside can.	- made from two empty coffee cans - covered with tacking paper - rope purchased at Woodwards	$ .04/foot
2. Small Motor	Tinker Beads *5	- Let child sort beads according to color and shape. - Let child string beads randomly or following a pattern. - Let child create pictures using the beads.	- Purchased at Tops in Toys	$2.39 approx.
3. Sensory Awareness and Discrimination	Feel Box	- The child puts a hand in each of the holes at the end of the box. An adult may ask: "What do you feel?" "Can you find two things which feel the same?" "How do they feel?" "What do you think they could be?" "Pull them out so we can see what they look like."	- idea from class - home made - shoe box covered with wall paper	

4. Abstracting and Mediating	Matching Board	- Have child find 3 objects for the 3 outlines without objects	- Work Jobs	$1.00 approx.
5. Relational Concepts	Fun Time Puzzle Clock	- The child removes the shapes from the proper places, mixes them up and replaces them. Each shape fits in a space for each hour on the clock.	- Woolco	$2.97
6. Language	Nursery Rhymes	- An older child or adult reads the book (or part of it at a time) to the child. - Adult and child recite together. - The child may look at the book alone and contemplate the illustrations.	- Woodwards - Bookstore	$2.95
7. Exploring the Environment	Water-play materials - plastic bottles with different types of squirt and spray tops, straws, funnel, boats, cans and bottles for pouring, and objects for sinking and floating. *2	- Assemble the materials beside a pan (plastic) of water, outdoors on a warm day, and let the children pour water back and forth between containers, make bubbles by blowing out on the straws, and by squeezing the plastic bottles together when under water. Mother can add dishwashing detergent to add interest. She can add objects to show the children how some objects float and others sink- and how some float when empty, but sink when full of water. - One or two or three of these objects can be put in the bathtub with the child- he can play with these objects while "soaking".		

8. Mathematics	Wooden blocks -1 to 10 units long	- The child should be free to play with the blocks for a time. Questions to stimulate his thinking about long, short, what comes after, etc. can be asked.	- Eaton's Toy Department	$2.99
9. Self Awareness	Dress-Up	- Let child dress up and look at himself in a mirror.		
10. Expressive Activity	Hand Puppet Cutting Pasting *1 Tearing	 - Let child draw, color, and cut, and paste his drawings on another sheet of paper. - Let child cut out various shapes and paste them to make a design. - Let child tear various shapes and paste them on paper to make designs.	- Copied from another puppet - sewed by machine from scraps - Any store for paper, scissors, glue, crayons	 $ .38 scissors $ .45 crayons $ .70 glue $ .98 paper
11. Imagination and Feeling Stimulator	Books 1) Talk About Animals 2) Numbers 3) Bob Bustaels Adventure	- Let child look through books and talk about the pictures. - Have someone read the stories to the child. - In "Talk About Animals", let child carry out suggestions given in the book.	- Woolco	 $ .59 $ .59 $ .59
12. Ideas for Parents	Bowling Game	- Line up 6 empty paper milk cartons. Have child roll a full soup can into the cartons to knock them down. Have each carton worth so many points. Several children may then play.		

	Large Boxes of cardboard Empty Boxes of different sizes Junk "Treasure Chest"	- for children to climb into- a house? a fort? a room? - to stack, or build or fill, or sort - to dig into		

OBJECTIVES

General

- To encourage language and cognitive development.
- To encourage parental involvement and awareness in the development of their pre-school child.
- To introduce the child to new experiences with selected materials chosen to foster a variety of concepts.
- To encourage the child to care for and share materials.
- To encourage the positive anticipation of kindergarten for both child and parents.

Specific

Gross Motor
- The purpose of these stilts is to help develop a child's gross motor skills.

Small Motor

Sensory Awareness and Discrimination
- The purpose of the feel box is to help develop a child's sensory awareness.

Abstracting and Mediating

Relational Concepts
- To become aware of varying shapes (perception).
- To locate the correct place for each shape.

Language
- To help build an appreciation for good literature.
- To develop skill in listening as well as a sense of rhythm.
- To help build a good listening and speaking vocabulary.

Exploring the Environment

Mathematics
- To become aware of varying lengths of objects (longer, shorter).
- To put lengths in sequence.
- To group lengths to equal others.

Self Awareness
- Dress Up - To develop one's self-concept and awareness through the use of dress up clothes.

Expressive Activity

Imagination and Feeling Stimulator

Ideas for Parents

EARLY CHILDHOOD KIT

YELLOW #1

Created by Irene Martin

Curriculum Area	Material	Suggested Uses	Source	Cost
1. Gross Motor	bean bag	- to play with individually by throwing into the air and catching. - to toss back and forth with to another person. - to throw at a target such as a pillow, chair or bottles.	self-made - 6 squares of felt (4"x4") whip-stitched together. Add design (using button-hole stitch) to each square before sewing squares together. Stuff with popcorn kernels.	approx. $1.00
2. Small motor	nuts and bolts	- to screw and unscrew each bolt individually. - to unscrew all of the nuts and bolts then put them back in the proper hole with the proper nut and bolt matched.	self-made -5 nuts and bolts of various sizes 2 pieces of plywood, 4¼"x6¼", 6¼"x3", finishing nails, varathane or varnish. After drilling holes (to fit the various sized nuts & bolts) in the 4¼"x6¼" piece, nail it perpendicular onto the smaller piece, with the smaller piece acting as the base; varnish.	approx. $1.00

Curriculum Area	Material	Suggested Uses	Source	Cost
3. Sensory awareness and discrimination	picture dominoes	- match the pictures while working alone. - play a game of dominoes with one or more people. Rules: The dominoes are all turned over so that they're face down. Each player takes seven. One dominoe is placed face-up in the centre, and the players now take turns adding a dominoe that matches either end of the dominoes in the centre. If a player does not have a dominoe that fits, he finds one. The first player to use up all of his dominoes, wins.	self-made - 2"x4" cardboard pieces (30-50), 3-5 pictures of one kind. Draw a line to divide the dominoe in half. Glue on the pictures. Laminate.	approx. $1.50
4. Abstracting and mediating	shape puzzles	- match cardboard pieces onto the puzzle pictures. - arrange pieces onto plain cardboard.	self-made - cardboard pieces 8"x8" squares 8"x8" triangles 4"x4" squares 4"x4" rectangles 4"x4" triangles 2"x2" squares 2"x2" triangles -white cardboard with puzzle design (laminated)	approx. $2.50
5. Relational concepts	cylinders	- to arrange the cylinders in order of size. - to manipulate freely. - adult may participate by referring verbally about size.	self-made -heavy tubing cut into graded lengths (½" grading) e.g. 1½"→6", -spray paint.	1 can of spray paint

Curriculum Area	Material	Suggested Uses	Source	Cost
6. Language	nursery rhymes	- an older child or adult reads the book (or part of it at a time) to the child. - adult and child recite together. - the child may look at the book alone and contemplate on the illustrations	Woodwards book-store	$2.95
7. Exploring the environment	magnifying glass	- the child may look at the various items independently. - the child may examine the materials and discuss them with an adult.	magnifying glass Woodwards items - glued onto cardboard	$1.25
8. Mathematics	clothes pins	- the child selects a card and clips one clothes pin on to each blue dot.	clothes pins - Bateman Foods dot cards - self made, dots from one to ten. Laminate.	$1.58
9. Self awareness	health kit	- an older child or adult may show the child how to use the handbrush. - the child may practice good grooming on his own. (a positive comment or word of praise is reinforcing)	Woodwards	$1.18
10. Expressive activity	collage kit	- the child should use the materials out of the reach of infants and toddlers. (i.e. at the table) - the child may select his materials freely.	Woodwards - paper scissors, crayons, glue. scraps - collected	$2.88
11. Imagination and feeling stimulator	braid doll	- Note: the clothes are sewn on and cannot be taken off.	self-made - To make the body, use 33 strands of yarn 40" long. With these, make a rather firm braid which will be about 25" long.	50¢

Curriculum Area	Material	Suggested Uses	Source	Cost
			Cut the braid into 2 pieces, 16 3/4" and 8¼" long. The 16 3/4" piece, doubled over forms the trunk and legs, the 8¼" piece forms the arms. Now take 15-19 strands of yarn 12½" long, fold over the trunk and arm braids, and sew these joints together firmly. Also sew the upper portion of the trunk. Push the loose ends of yarn through a hole in a 3" styrofoam ball (the head), tie a knot at the top. Cover the styrofoam ball with a sock and embroider features.	
12. Ideas for parents	Book	- Jot down those ideas which appeal to you and try them out.	Bonnie Doon - Coles Bookstore	95¢

OBJECTIVES:

General:
- To encourage language and cognitive development.
- To encourage parent involvement and awareness in the development of their preschool child.
- To introduce the child to new experiences with selected materials from a variety of concepts.
- To encourage the positive anticipation of kindergarten for both parent and child.
- To encourage the child to care for and share materials.

Specific:

Gross Motor
- to develop skill in throwing and catching.

Small Motor
- to develop small motor control, visual perception and eye-hand coordination.

Sensory Awareness and Discrimination
- to provide practice in visual discrimination through matching.

Abstracting and Mediating
- to provide practice in association and classification through the use of shape, direction, color and size.

Relational Concepts
- to provide practice with relationships (tall, taller, tallest: long, longer, longest: short, shorter, shortest) through the use of cylinders of graded lengths.

Language
- to help build an appreciation for good literature.
- to develop skill in listening as well as a sense of rhythm.
- to help build a good listening and speaking vocabulary.

Exploring the Environment
- to explore various types of materials and textures through the use of a magnifying glass.

Mathematics
- to help develop one-to-one correspondence and number concept through the use of clothes pins and cards.

Self Awareness
- to develop ones self concept and awareness through the process of caring for one's body.

Expressive activity
- to develop individual expression through the use of collage.

Imagination and Feeling Stimulator
- to provide for experience in imaginative play through the use of a braid doll.

Ideas for Parents
- to provide additional ideas and suggestions for the parents.

MATERIALS THAT MAY REQUIRE REPLACING:

- soap in health kit
- glue
- construction paper, tablet paper
- collage materials

SAFETY CONCERNS:

- nuts and bolts are not attached
- bean bag is made of popcorn kernels
- paint of cylinders contains lead
- the clothes on the braid doll do not come off.

Note: The materials above need not be taken out; a note of caution need only be made to parents regarding children chewing on materials.

EARLY CHILDHOOD KIT
Yellow #2

Created by Ann Lobay

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	large bouncing ball	The child can either play with himself, or a friend, or family member, or a group of children taking turns, indoors or outdoors. The ball can be bounced, rolled, thrown up high, or thrown across to a friend, or it could be bounced as the player runs along. The bounces and/or catches or throws could be counted, or nursery rhymes could be repeated in time with the bouncing.	Woodwards	$ 1.25
2. Small Motor eye-hand coordination	Plastic beads and wooden spools for threading or stacking. The plastic beads have a plastic thread for threading them together, but I thought that the string provided in the wooden spools would be too difficult to thread. Therefore I purchased an additional set of leather shoe laces which will be stiffer and will make threading easier.	Children can thread these beads and spools, they can line them up in rows. They can stack them up in piles. They can line them up according to color, e.g. all reds, blues, greens, browns, etc. They can line them up in patterns, e.g. i wooden and one plastic, 3 wooden and 3 plastic, a short one followed by a tall one, etc. They can roll them to each other. They can try to make something else out of them, such as putting a pencil through the holes and making a set of wheels, or a rolling pin, and telling someone what they made.	The Bay plastic beads wooden spools leather shoe laces	 $ .88 $ 1.49 $ 1.15

Curriculum Area	Material	Suggested Uses	Source	Cost
3. Sensory Awareness and Discrimination Skills	A kit of materials for the child to shake and guess what is in each can. A sheet is provided for a guide to help the child guess, as the tops are difficult to remove and to replace, and with some of the materials, removing the lids is in fact not recommended for the child unless under close supervision of the child. Numbers on the cans coincide with numbers on the sheet which subsequently identify the material. *4	Let the child shake and explore and guess what might be in each can. Let him guess whether there is only one object in there, two, or many. Let him tell you or a friend why he thinks so. You can help the child by opening some of the cans and showing him how the things in the cans, and the numbers on them coincide with the chart, thereby helping him identify the materials without opening the can. Which cans are heaviest? Which cans are lightest? Which ones are the loudest? Which ones make the least noise?	The cans were picked up from Storles Color Labs just north of Jasper Avenue and about 104 St.	They discard these cans; therefore, they were free. Other materials were found around the house and yard
4. Abstracting and Mediating Skills	Numbers and letters on laminated cardstock paper to be lined up on a master sheet of laminated paper.	The child or children can play with these letters and numbers to learn how to spell their names, or at least to recognize them, as well as their phone numbers and home addresses; good things to know if they should ever get lost. In addition, they could spell their parents and brothers' and sisters' names, their friends' names, and the names of their favorite relatives and grocery or candy stores, or foods They could put all the cards that are the same on one pile, e.g., all the As, Bs, Cs, etc. Or they could line up according to the letters of the alphabet, if they know it, or as much of it as they know.	Paper purchased from the Curriculum Lab at the U. OF A. and lettering done with a Wrico letter maker. The paper was laminated, then cut into cards.	$ 3.50

Curriculum Area	Material	Suggested Uses	Source	Cost
5. Relational Concepts	A wooden, Sesame-Street Puzzle	Before the puzzle is taken apart, an adult or older child should explain to the younger one that the puzzle is about night and day: one picture shows night, and the other one shows day. The sun shines in the day picture; the boy eats breakfast in the morning, and the walls and table have bright sunny colors. The moon shines at night, the boy is in bed and sleeping, and the walls in the house and the bed are in dark colors. Day follows day; day and night are opposites. Observe and talk with the child about what he does at night and during the day, as well as other things that happen or change at that time.	The Bay	$ 4.49
6. Language	A book entitled Big and Little.	Either before the reading of the book or after it, the reader and the child could discuss the title, and name some objects in their home or outside of it that they consider to be big and objects that they consider to be small, or little. Do they consider themselves to be big or little? Who is bigger? Who is smaller? What is bigger than they are? What is smaller? What is the biggest thing they know? What is the smallest? Also, who is biggest and who is smallest?	Woodwards	$ 1.50

Curriculum Area	Material	Suggested Uses	Source	Cost
		The book is large and well-illustrated with few words. These just need to be read slowly, page by page, with with each page discussed with the child, or time given for him to say something about what he or she thinks of the picture. The many different objects in the pictures should be named and compared in size.		
7. Mathematics	a weight scale	The child might need help setting it up, or he may need help should some of the supporting strings wear out, etc. He can play with balancing objects on this scale, estimating those of equal weight, (or those that weigh the same) and those that are of differing weight. He should learn to talk about what is happening e.g. "This side is too heavy," or "There isn't enough weight on this side," or "Now they are equal," or "Now it's balanced," and "let's try to balance some other things," etc. In this kit, they could try to balance the beads the wooden spools, and other objects they might find in their own home.	Made from a discarded Croquet set, with an additional cross-beam, cup-hooks, string, and metal doll dishes with holes punched in them to accomodate the supporting strings.	Nothing
8. Self-Concept or Self-Awareness	A Dr. kit	Children can use this kit after an adult has inspected its contents and set aside those parts if any which might be harmful or dangerous in their family, such as small objects which might be swallowed by other smaller members of the family.	Eatons	$ 2.69

Curriculum Area	Materials	Suggested Uses	Source	Cost
		The child can then find some friends and play "doctor," imagining how he must behave, what he must do, and what he must say when he is a doctor as well as how he must behave, what he must do, and what he must say when it is his turn to be a patient.		
9. Expressive Activity	Paints	Find some small cans into which you can place some dry paint to mix it with water so that the child can paint. A paintbrush is provided as is paper. It is sufficient if the child just experiments at this age, seeing the lines that his brush makes when he pulls it straight across the page, when he swings it in a circle, when he rubs it in one spot, or presses it into a dot. He will combine his lines and circles and dots when he is ready, and name the objects in his picture.	School	Nothing

Curriculum Area	Materials	Suggested Uses	Source	Cost
10. Imagination and stimulator	A baby harness which all adults must call simply a harness or belt	Give it to the children and see what they will do with it. In its present form, it is probably too complicated for them to use, and in fact, they probably will not like it, but if they can see that it can be taken apart, so that they can have one long leather belt, they will probably find a number uses for it: I have in mind the idea of playing horses or dogs, where the belt becomes a harness. Any part of the harness which the children do not like or want should be put back into the container, and they should be allowed to play with all or any part of it that they wish. They could also use it to tie their dog or cat to a box to pull around, or to a larger toy or teddy bear.	Eatons	$ 3.00
11. Exploring the Environment	Bubble-making equipment	Not very many are needed. The children will love making bubbles outdoors on a pleasant day. Before the child is taken out, he can be told that the syrupy or watery stuff in the bottles will change into bubbles outdoors if they dip the different dippers into the solution, and blow on the material that sticks between the spaces. They can observe their own bubbles forming and bursting as they fly around and change color in the sunlight. Two different types of bubble-making equipment are enclosed.	Simpsons	$ 1.29 for the larger set including the extra equipment, and 29¢ for jar of bubble equipment which has the handle for the bubbles in the jar.

EARLY CHILDHOOD KIT

YELLOW #3 Created by Mary Philips

Curriculum Area	Material	Suggested Uses	Source	Cost
1. Gross motor	3 (red, blue, yellow) simple type frisbees	Throw the circles by himself or with friends. Throw a variety of ways. Throw different distances. Try to catch the circles thrown by a friend.	Trident Imports	42¢
2. Small motor	building blocks (small)	The child should be allowed to play with the blocks, building anything he wishes.	Trident Imports	$1.31
3. Sensory awareness and discrimination	a game using a dice and one of two boards, one showing three colored shapes in varying sequence and one showing only shapes.	Each player is given a chip to place on the starting point. Each player in turn tosses the dice and moves to the triangle, square or circle which shows on the dice. Play like Snakes and Ladders.	home made CMPA	
4. Abstracting and mediating	float/sink chart 16 articles	The child can do this by himself.	home made CMPA	
5. Relational concepts	farm box	The child can work on his own except for opening the box initially.	Trident Imports	
6. Language	2 finger plays	Read the verse to the child, have him chime in when he can during the next recital. Make up ways in which fingers, hands, etc., can help to say the verse.	typed out of "Trip With Us" E.P.S.B.	
7. Exploring the environment	Magic Rocks	Follow the directions on the box.	Trident Imports	$1.49

Curriculum Area	Material	Suggested Uses	Source	Cost
8. Mathematics	beads, cards - colored and numbered	Choose a card. Count beads equalling the number of dots (or numeral). Lace card and beads. Choose a second card.	beads - Moyers cards - home made	
9. Self awareness	large paper, crayons or paint	The child may either draw himself by looking in a mirror or stretch out on the paper and have someone trace him. He then colors the outline in any way he wishes.	newsprint	
10. Expressive activity	plasticine	The child can play with the plastiscene, making whatever he wishes.	Kresge	88¢
11. Imagination and feeling stimulator	booklet and record of book - Winnie the Pooh	None other than following the record by looking at the book?	Woodwards	$1.29
12. Ideas for Parents	xeroxed copy of Animals That Can be Invented, Cuddly Toys		"A Lap to Sit On and Other Things"	

OBJECTIVES:

General:
- To help the child to become more aware of his environment.
- To assist the child's language development.
- To supply materials for experience in basic concepts.
- To encourage parent and family involvement in a preschool program.
- To foster a positive reaction to the idea of attendance of a preschool program next year.

Specific:

Gross Motor
- to aid in arm and leg muscle development; to practice catching skills (eye-hand coordination)

Small Motor
- to develop eye-hand coordination.

Sensory Awareness and Discrimination
-

Abstracting and Mediating
- to have the child become aware that some things are heavier/lighter than water. (some float, some sink)
- classifying

Relational Concepts
- to locate the same shape on the box as the part which fits through the openings.

Language
- to become aware of rhythm in words; to help develop meaning through use of hands and body.

Exploring the environment
- to have the child become aware of changes in nature.

Mathematics
- to match color of beads with chosen colored card which has a numeral on one side and dots on the opposite side.

Self Awareness
- to help the child become aware of his body shape.

Expressive Activity
- creativity

Imagination and Feeling Stimulator
- to listen; to follow sequence; to enjoy.

AV EQUIPMENT REQUIRED TO ACCOMPANY KIT: record player

ITEMS TO BE REPLACED: large sheet of paper (#9)
Magic Rocks (1.49 x 7)
probably some sink-float items

SAFETY CONCERNS: Magic Rocks is safely packaged but should be kept out of reach of tiny tots once opened.

EARLY CHILDHOOD KIT

YELLOW #4

Curriculum Area	Material	Suggested Uses	Source	Cost
1. Gross motor	jumping sack (one in plastic bag) *1	- let child jump with his legs in the sack - ask him to jump forward, then to the back and to the sides - ask your child to move any other way he can think of while in the sack. e.g. rolling	self-made a pillow case	
2. Small motor	bottles & tops (12 tops) 1 board with necks *4	- tell your child to put the lids on the bottles - ask him how many bottles & lids there are - ask child to find the largest top and the smallest one. Talk about the sizes of the other tops.	Self-made. Idea from Work-jobs, p. 25. Instructions: Cut bottles 2" to 3" below neck. Mount on board with wire.	
3. Sensory awareness and discrimination	Touch Kit - 16 cards: - paper, sandpaper, foil, pine cone, ribbon, fur, sponge, styrofoam, rope, plastic, rubber, leather, metal, stones, wood, plastic bag *1	- child feels object and tells how it feels, i.e. soft, hard, lumpy, smooth - compare for example: flat paper (foil) with crumpled paper (foil), plastic bottle with plastic bag, sponge and styrofoam and so on - ask child which one he likes the feel of, which ones aren't so pleasing to touch	Self-made. Mount different textures on heavy cardboard.	
4. Abstracting and mediating	Shape Kit, 3 cardboards with shapes, 10 styrofoam shapes *5	- child names shapes - square, triangles, circle, semi-circle, parallelogram - child compares colors (red & blue) and size (2 sizes) - child finds identical shape and color on cards.	Self-made - spray paint, styrofoam, red and blue. Cut shapes out of styrofoam. Cut identical shapes out of colored paper and paste on heavy cardboard. Laminate cardboard.	

Curriculum Area	Material	Suggested Uses	Source	Cost
5. Relational concepts	Strip Books - graduating sizes, color & shape *3	- Graduating Sizes: Ask child to identify and talk about each picture noting in particular that there are 3 of each pic in 3 different sizes. Ask child to find all 3 of each picture to show the small, smaller and smallest one. - Color and Shape: Ask child to identify shapes and colors. Ask child to match according to shape & color.	Self-made: Draw or cut out pictures or shapes. Paste on heavy cardboard. Laminate. Cut into strips. Incase in a coil.	cardboard 50¢, coil 20¢, Laminating $1.75
6. Language	Pictures of Seasons 8 pictures	- read the stories that accompany the pictures on the light green cardboard. - talk about the characteristics as shown on the 4 pictures - have the child tell what he sees in the pictures on the dark green cards. - have the child match the fall pictures, winter, spring and summer pictures	self-made: Find pictures depicting the seasons. Paste on cardboard and laminate.	cardboard 35¢, laminating 90¢
7. Exploring the environment	Garden Pictures: 1 large picture, 2 small pictures, 16 cutouts	- have the child identify the fruits and vegetables on the small cutouts - place the cutouts on the appropriate spots on the master pictures - draw to the childs attention that some grow above the ground while others below ground.	self-made; find pictures (these come from Whitmans. See It Grow sticker book.) Mount and laminate	cardboard 35¢, laminate 60¢
8. Mathematics	Number Dominoes 18 large cardboard dominoes *3	- have child count the number of objects in each set - have child match identical sets - may be played individually or with another person	self-made: Paste pictures on ½ of 4" x 8" cardboard. A different set goes in other half.	sticker $1.95 cardboard 35¢ laminate $1.20

Curriculum area	Material	Suggested Uses	Source	Cost
9. Self awareness	tape measure	- have the child measure his height, length of his foot, leg, arm, hand - take the measurements of other members of the family - compare as to who's tallest, shortest, etc.	this tape I had at home	
10. Expressive activity	paper, 2 pair scissors, pencil, sharpener, crayons, felt pens, glue *1	- let child draw, color and cut out and paste pictures - let child cut out or tear various different shapes and paste them to make designs.		scissors 76¢ crayons 45¢ felt pens, $1.00 glue 10¢
11. Imagination and feeling stimulator	cookie sheet, cornmeal	- have child make a picture in the cornmeal spread on the cookie sheet - shake to erase picture and repeat - talk about the feel of the cornmeal		cookie sheet $1.00 cornmeal 75¢
12. Ideas for parents	song book	- opportunities to teach child new songs	Sherwood Park Drugs	59¢

OBJECTIVES

General:
- to encourage cognitive and language development.
- to encourage parent involvement and awareness in the development of their preschool child.
- to introduce the child to new experiences with selected materials from a variety of concepts.
- to encourage the child to care for and share materials.
- to encourage the positive anticipation of kindergarten for both parents and children.

ITEMS TO BE REPLACED
- cornmeal for imagination stimulator
- paper for cutting and pasting
- possibly glue
- possibly crayons, felt pens
- possibly pencil

EARLY CHILDHOOD KIT
Yellow #5

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	Hopscotch	Draw on sidewalk with chalk.	- Traditional game	$ .30 chalk
2. Small Motor	Wooden Discs Dot Number Cards		- Work Jobs	$1.25 discs $ .50 clothes pins $ .50 pack of cards
3. Sensory Awareness and Discrimination	Colored Disks Colored Pattern Cards		- Work Jobs	$1.00 disks
4. Abstracting and Mediating	Alphabet Board	Adhere "instant" lettering to board and gummed letters to cards. △'s □'s ○'s ▭'s	- Own idea	$ .79 letters $ .60 letters $ .10 board
5. Relational Concepts	Shapes Board Construction paper Scissors	Child may place shapes where indicated on board. Then he may cut out his own	- Own idea	$ .10 board $ .50 scissors $ .40 paper
6. Language	Puppet (paper mache old sweater)	Its papier maché head was made from a paper cylinder for the neck, a light bulb box for the face, parts of egg carton for ears, egg shells for eyes, a detergent bottle cap for nose and a bottle top for the mouth. This was then painted with powder paint.	- Own design made from paper mache and use of an old sweater	-made from junk around the house

7. Exploring the Environment	Sunflower Seeds Flower Pot		- Own idea	$ .80 large sack of seeds
8. Mathematics	Number Puzzle		- Tops in Toys	$2.50 approx.
9. Self Awareness	Home Made Telephone *2	This phone was made from materials found around the house, using the papier maché method. Under the base of the phone is a plastic ice cream lid, a paper cylinder, a frozen orange juice container, and an empty spool from a used typewriter ribbon. The ear piece is made from a plastic ice cream lid and the parts from a broken light fixture. The brass portion is to put next to the ear, and the switch, the only moveable part, I fear, is there because it is moveable, and fun. It is painted with powder paint.	- Own Idea	- made from junk around house - paper maché
10. Expressive Activity	Pad of paper felt tip pens			$ .30 paper $ .50 ea. pens (approx.)
11. Imagination and Feeling Stimulator	Home Made Mask *1	No particular source for this idea. It was home made from papier maché. First, a sort of form is made from strips of light cardboard which are taped together. This is covered with a layer of plain newsprint. When this dries it is covered with the decorative layer of tiny pieces of colored tissue paper.	- Own Idea	- made from junk around house - paper maché

EARLY CHILDHOOD KIT

YELLOW #6

Created by Joanne Dostaler

Curriculum Area	Material	Suggested Uses	Source	Cost
1. Gross Motor	skipping rope *1	Parents could encourage the child to skip in different ways, for example "Can you skip on one foot?" "Can you skip with the rope going backwards?" "Can you skip up to 50 without stopping?",	Woodwards	29¢
2. Small Motor	lacing cards	Stress safety with needles with the child.	Home visitor from Lac La Biche	20¢ coloring book picture laminating
3. Sensory Awareness and discrimination	smell kit *1	Encourage the child to smell each jar and try to decide where the smell comes from and how it might be used.	Ed. CI 404 class	Home made.
4. Abstracting and mediating	classification cards	Suggest that the child classify the cards in as many different ways as play.	catalogue pictures	Home-made laminated
5. Relational concepts	Contrasting Puzzles (happy-sad, work-play) *4	An adult might discuss the pictures with the child as to why he feels they are happy or sad or of work or of play.	Home visitor from LacLa Biche, magazine pictures	Home-made
6. Language	story board and pictures	Encourage the child to verbalize the pictures and the story they tell	Pictures from an old elementary reader	Home-made 69¢ tape used on edge

Curriculum Area	Material	Suggested Uses	Source	Cost
7. Exploring the environment	Cause and Effect Puzzle	Encourage the child to talk about the puzzles and the process by which the items undergo their change.	Kindergarten	79¢ for workbook
8. Mathematics	One to One Correspondence Puzzle	Allow the child to feel and work with the puzzle as he pleases. Encourage him to verbalize his counting.	A Child's Guidance Toy Woodwards	$ 1.98
9. Self awareness	Cut out faces and shapes and small mirror.	Encourage the child to look at himself and talk about the way he looks.	home-made	
10. Expressive activity	maracas	Allow the child to express himself freely and make as much noise as he cares to.	Moyers	$ 2.50
11. Imagination and feeling stimulator	book of pictures	Ask the questions provided in the directions.	home-made	

OBJECTIVES:

General:
- To encourage language and cognitive development.
- To encourage parent involvement and awareness in the development of their preschool child.
- To introduce the child to new experiences with selected materials from a variety of concepts.
- To encourage the child to care for and share materials.
- To encourage the positive anticipation of kindergarten of both the parent and the child.

Specific: Gross Motor

- to help develop gross motor skills through the use of a skipping rope.

Small Motor

- to help develop small motor skills through the use of lacing cards.

Sensory Awareness and Discrimination

- to help develop discrimination skills through classification of food, clothes, and toys.
- to help develop sensory awareness through the use of a smell kit.

Relational Concepts

- to help develop the relational concepts of happy-sad, and work-play.

Language

- to aid in language development in sequencing of story cards.

Exploring the Environment

- to aid the exploration of the environment with cause and effect puzzles.

Mathematics

- to help develop mathematical thinking through a sequencing, one-to-one correspondence puzzle.

Self Awareness

- to help develop self awareness through the use of cut out masks.

Expressive Activity

- to help develop creative expression through the use of maracas.

Imagination and Feeling Stimulator

- to help stimulate imagination and feeling through a set of pictures.

EARLY CHILDHOOD KIT

White Model Kit

Curriculum Area	Material	Suggested Uses	Source	Cost
1. Gross Motor	ball and skipping rope			
2. Small Motor	Raggedy Andy - buttoning, zipper, lacing shoes, dome fastener *5			
3. Sensory Awareness	sound prs			
4. Abstracting and mediating skills	large beads, patterning, color discrimination *5			
5. Relational Concepts	matching outline to the object			
6. Language	Flannel board Three Bears *2			
7. Exploring the Environment	Water play *1			
8. Math	number board and cards			
9. Self-Concept	parts of the body			

Curriculum Area	Material	Suggested Uses	Source	Cost
10. Expressive Activity	Costumes			
11. Imagination and feeling stimulator	play dough			
12. Idea Card	seed package stapled to card			

OBJECTIVES

To provide activites that are important for the growth and development of the young child.

To promote intellectual development through play.

To learn responsibility in the area of social skills.

To help parents stimulate their children's intellectual abilities and creative abilities by improving interactions between parent and child.

To help children develop a healthy self-concept.

Specific

Gross motor:

To develop the ability to move the entire body in a coordinate way
To become aware of parts of the body, self-awareness.

Small motor:

To develop small-muscle and hand eye coordination: by learning the skills of dressing; to button, snap, zip, buckle, lace and tie.

Sensory skills:

To develop the ability to discriminate between similar sounds, color and shpae.
To develop the ability to follow, complete and duplicate pattersn.

Language development:

To develop the ability to relate a story in sequence order.
To develop the ability to express experiences, discoveries and enjoyments of the environment.

Number concept:

To develop the ability to recognize one to one correspondence.
To develop the ability of matching an object to the outline.

Creative Expression:

To give the child the opportunity to express his feelings through creative role play and manipulation.

EARLY CHILDHOOD KIT

Write Kit #1

Created by Alice Bolduc

Curriculum area	Material	Suggested uses	Source	Cost
1. Gross motor	2 jumping bags *1	have child jump to a certain distance and return to starting point with the bag.	an old potato bag or flour bag	--
2. Small motor	wooden beads with patterns to follow on container.	encourage the child to follow pattern when lacing beads or, lace by color and count with him how many of the same shape and color.	Eaton's toy department	$3.39
	barrel of monkeys	have child pick up the monkeys without touching them with hand. Classify monkeys according to color.	Toy shop at the Bonnie Doon shopping center.	$1.49
	3 small plastic puzzles °1		Hudson Bay	.88
3. Sensory awareness and discrimination	feeling box and booklet *4	encourage child to feel an item in the box and identify the article in the booklet.		
	3 different kinds of play doh - commercial - home-made - plastercine a small rolling pin	- ask child if all the three play dohs feel the same. - which one does the child prefer to play with. - if the play doughs feel different, how are they different.	commercial play doh from Eaton's home-made, receipt provided in ideas for parents. plastercine from the workshop.	$1.98

EARLY CHILDHOOD KIT #1

Curriculum area	Material	Suggested uses	Source	Cost
4. Abstracting and mediating	plastic nuts and bolts °3	have child screw the nuts and bolts together. classify them by color and size.	Toy shop at Bonnie Doon shopping center	$1.98
	large colored shapes and a vinyl cloth with pattern designs	have child complete sequence pattern and other patterns.	vinyl cloth from Zellers, 1 yd.	$2.17
	small plastic shapes	encourage child to find the right shape to go into the space provided.	Eatons	$1.98
5. Relational concepts,	five different size of container and rice.	have child discover if one container holds as much rice as the other. how many small containers of rice do you need to fill the other container.	collect various size of containers Safeway (rice)	$1.49
6. Language	books	read the books to the child and discuss the story with him.		
7. Exploring the environment	magnifying glass	encourage child to look at various things around the house and also out doors such as leaves, grass, worms.		

EARLY CHILDHOOD KIT #1

Curriculum area	Material	Suggested uses	Source	Cost
8. Mathematics	wooden blocks and patterns to build on	encourage child to build on the pattern at first and then off it.	Workjobs: by Mary Baratta Lorton p. 40-41	
9. Self-awareness	body parts in different colors and paper fastners	help child assemble the parts of the body with paper fastner. encourage the child to make a face on the paper doll.	Paper fastner: University book store Package of construction paper from Eatons	.95 .85
10. Expressive activity	harmonica	encourage child to dance while someone plays a tune on the harmonica.	Zellers	$1.17
11. Imagination and feeling stimulator	box of pieces of paper, glue & scissor, bubble bath beads	have child paste and cut paper. have child blow bubbles while taking bath. cover child with bubbles pile bubbles on her head	Saveco	.69

Objectives

General

- To provide activities that are important for the growth and development of a young child.
- To promote intellectual development through play.

EARLY CHILDHOOD KIT #1

Specific

Gross motor: - to develop the ability to move the whole body in a coordinate way.
- to become aware of parts of the body, self-awareness.

Small motor: - to develop the ability to coordinate vision with the movements of parts of the body especially eye-hand coordination.

Sensory skills: - to develop visual discrimination of shape, color and size.
- to develop the ability to follow, complete and duplicate patterns.
- to develop auditory discrimination and discover the various sounds a music instrument can make.

Language development: - to develop the ability to express experiences, discoveries and enjoyment of the environment.

Number of concept: - to develop the ability to copy equivalent sets from patterns using objects.

Creative expression: - to give the child the opportunity to express his feelings and ideas through music, art (cutting & pasting) and manipulation (play doh).

Items To Be Replaced

- body parts (pattern provided) use different color paper for different parts.
- paper fastners for body parts.
- bubble bath
- pieces of paper
- glue

EARLY CHILDHOOD KIT #1

Safety Concerns

- bubble bath beads
- some articles in feel box
- articles in with magnifying glass box
  - danger of it being left in sun and starting a fire
- paper fastners
- scissor

EARLY CHILDHOOD KIT

WHITE #2

Created by Irene Ferguson

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	Ball and Small Hoop	- Child may practise throwing ball through hoop held at various heights.	Own	
2. Small Motor	Tinker Toys *5	- Child builds various things (dragster, merry-go-round, etc.) - Child may make necklaces, belts, etc. - Child may punch newspapers, colored paper, etc. to make his own confetti.	Goodwill Safeway Own	I bought several items in a bundle which included the tinker-toys. $ .63
3. Sensory Awareness and Discrimination	Taste Face Dried Fruit, licorice, 3 candies, sea foam cashews Taste Board artist cups kool-aid cinnamon baking soda sugar	- May be used to differeniate textures in the mouth as well as taste.	Self-made Bay - artist cups	$ .69 for two (need 8)
4. Abstracting and Mediating	Ring Pole Rabbit Game	- Child may stack according to size or color. - If the child can identify the A. Dogs B. Foods he may feed the rabbit a carrot.	Goodwill Self-made	

5. Relational Concepts	Magnetic Board	- Other nursery rhymes may be used (e.g. Jack be nimble, Jack be quick, Jack jumped over the candlestick)	Jack and Jill	$4.00
6. Language	Book - This Is The House of Mistress Mouse	- Let child feel the fur, car seat, etc.	Toys and Wheels	$2.95
	Puppets 4 styrofoam balls 2 doll dresses °1.	- Let child talk to you or each other.	Bay - styrofoam Morocraft - Doll Dresses	$ .25 each. $ .69 each (2 pr.)
7. Exploring the Environment	Butterfly and Fish Net	- Good to take on a picnic or to the lake.	Toys and Wheels	$1.39
8. Mathematics	Black-nails - elastic	- Child puts elastic around amount of nails he counts.	Self-made	
	Clotheshanger and clothespins	- Child puts the same amount of clothespins as the number says (self-checking)	Self-made	
9. Self Awareness	Clothing Cut-Outs	- Child may dress boys and girls	South-Side Stationery	$ .59
10. Expressive Activity	Recorder		Own	
	Farmer in the Dell-Finger Puppets		Bay - styrofoam Army and Navy - thimbles	$ .39 $ .19 (2 for)
11. Imagination and Feeling Stimulator	Barnyard Scene °1		South-Side Stationery	$ .49

12. Ideas for Parents	Newspaper rolled into balls. Throw in a box.			

OBJECTIVES

Specific

Gross Motor
Ball and Hoop - to promote growth and development of the large body muscles.

Small Motor
Tinker toys, Hole Puncher and lacing macaroni - to promote control of the small body muscles - to develop eye-hand coordination.

Sensory Awareness and Discrimination
Taste Board - to develop an awareness of the sense of taste.
Taste Face - to develop an awareness of the sense of taste and the feeling of texture in the mouth.

Abstracting and Mediating
Ring Pole - to develop the ability to place a series of objects (in this case rings) in order according to size.
Rabbit Game - to develop the concept of dog - to develop the concept of food we eat.

Relational Concepts
Hush a bye Baby - to develop the concept of up and down.

Language
People Puppets - to encourage children to practise their language through the use of puppets.

Exploring the Environment
Butterfly Net - to encourage the child to explore the outdoor environment.

Mathematics
Nail Board and Elastic - to develop the skill of forming sets of objects and of making a selection.

Self Awareness
Cut-Outs - to enhance the child's awareness of the clothing he (she) wears.

Expressive Activity
Recorder - to develop an enjoyment of a musical instrument.
Farmer in the Dell Puppets - to encourage dramatic play through the use of finger puppets.

Imagination and Feeling Stimulator
Peacock Feather - to stimulate the child's sense of beauty.
Barnyard Scene - to encourage the child to use his imagination.

Ideas for Parents
Newspaper Ball Throw - to promote growth of the large muscles in arms.

ITEMS TO BE REPLACED

- Kool-aid and spices.

SAFETY CONCERNS

- I would suggest a strong elastic for the nail board to prevent it from breaking.

EARLY CHILDHOOD KIT

WHITE #3

Created by Esther Rix

Curriculum Area	Material	Suggested Uses	Source	Cost
1. Gross motor	- hop scotch - bag toss game	- hop with one foot in single square, with both feet on double square - toss the bags through the holes	purchased at Acme Novelty	vinyl $1.89 $3.00
2. Small motor	- hammer, nails and boards *2 - construction toy	The child may pound nails in boards at will build and vary designs with construction pieces	hammer & nails from Co-op from first kit at Co-op store	$1.34 $3.95
3. Sensory awareness and discrimination	- sock boxes	Socks are coded on masking tape on band, 1st letters of object. The child puts his hand into sock box and feels item inside, then sorts through pictures to find the one that matches what he feels inside the box. Lay the picture on the box.	materials from home, idea from work jobs - p. 42	
4. Abstracting and mediating	- tops and tails (pictures cut in half to match) *4	Look at the pictures, find the other part to make a whole picture.	idea a variation of "D", p. 244, Mayers	95¢ for card and laminating
5. Relational concepts	- cylinders 3 colors, 5 heights in each	Try to put each color in order from shortest to tallest. Find 3 the same height.	variation of cylinders. Work jobs -p.214 material from home.	
6. Language	- Books - Wild Animal Babies, Animal Train, Curious George, Curious George Rides a Bike	Read the stories to the child. Talk about the pictures.	2 books from home, 2 Curious George books - The Bay, Red Deer, Alberta	$2.50

Curriculum Area	Material	Suggested Uses	Source	Cost
7. Exploring the environment	Water Play Kit 1 plastic pail with cover 2 garbage bags for *1 aprons 2 funnels 1 sponge 2 glass jars with lids piece of styrofoam plastic bag 1 tin can 1 small strainer 2 measuring (spoon & scoop) 2 cars 1 plastic lemon 1 ping pong ball 1 pill bottle & lid 1 marble bits of styrofoam packing 8' plastic tubing	Encourage imagination; discover what happens to different materials in water (light things float, heavy things sink). Blow bubbles with tubing. Find enjoyment in pouring into jars through funnels and strainer. Use sand and water wheel.	E.J. Arnold water wheel - p. 398 Kresge's strainer remaining material from home.	$3.40 29¢
8. Mathematics	number puzzle	Place number boards in order from 0-10.	variation of number boards in Kelp Kit	card & laminating 90¢
9. Self awareness	- mirror °2	Encourage child to see himself in the mirror -identify body parts while looking in the mirror		$1.59
10. Expressive activity	- coloring book, crayons, felt pen, sheet of acetate, large sheets of newsprint - 2 wrist bells	-Use acetate sheet over picture in coloring book; trace picture with felt pen (will wash off). Color pictures in coloring book if they wish. Encourage them to draw pictures with crayons on newsprint. -Encourage shaking bells for rhythm & body action	CMPA Crayons & coloring book-Bay, Red Deer National Music	Acetate, pen 40¢ 68¢ 2/$1.40

Curriculum Area	Material	Suggested Uses	Source	Cost
11. Imagination and feeling stimulator	tin pan 2 containers of cornmeal	Pour corn meal into pan, draw pictures with fingers. Tunnels, jars, spoons, sand wheel from water play kit may be used. Make sure they are dry.		Pan $1.09
12. Ideas for parents	What to do when there's nothing to do.		Tree from Esso Station	

OBJECTIVES:

General:
- To promote activities that are important for growth and development of the young child.
- To provide intellectual development through play.
- To learn responsibility in area of social skills.
- To help parents stimulate their children's intellectual and creative abilities by improving interactions between parent and child.
- To help children develop a healthy self-concept.

Specific:

Gross Motor
- develop skill in skipping
- develop skills in aiming, throwing (over hand, under hand)

Small Motor
- develop skills of eye hand coordination
- in control of hammer
- in putting construction pieces together

Sensory Awareness and Discrimination
- identifying shapes through touch associating form and object, stimulating imagination, making selections

Abstracting and Mediating
- skills in interpreting pictures and details

Relational Concepts
- comparison, ordering, matching color

Language

- listening and talking about pictures.

Exploring the Environment

-

Mathematics

- number concept
- ordering according to number of objects
- strengthening left to right progression

Self Awareness

-

Expressive Aotivfty

- to develop creativity and imagination

Imagination and Feeling Stimulator

- to help develop imagination

ITEMS TO BE REPLACED:

- corn meal
- crayons
- newsprint
- small coloring book
- nails
- items in water play kit

SAFETY CONCERNS:

- care of mirror which is breakable
- watch so crayons are not eaten, marble, packing eaten or swallowed
- careful of nails
- small items in water play kit that could be swallowed.

EARLY CHILDHOOD KIT

WHITE #4

Created by Marlene Christianson

Curriculum Area	Material	Suggested Uses	Source	Cost
1. Gross motor	stick horse		Simpson Sears	$1.19
2. Small motor	The Screw Game	Brief explanation of sizes of bolts and nuts - use of screwdriver	Workjobs - 30 Bolts-Prudham Screwdriver- Woodwards	$1.90 .89
3. Sensory awareness and discrimination	Rug Game (matching pattern) *4	Discuss favorite - why? Winter material - why? Soft - how many blues, solid colors?	Workjobs p. 52 self-made	
4. Abstracting and mediating	spray can tops clothes pins *4	Arranging biggest-smallest, discuss how many big tops, green tops, etc.- built designs.	Self-made.	
5. Relational concepts	bean bags - large shapes	Try to make it a game. Place shapes on the floor or lawn. See if you can throw bag over the little circle, continue - use words as on, off, under, smallest (size) red (color).	Bean Bags, felt self-made pattern enclosed Shapes - colored cardboard	
6. Language	Puppets - Book		Self-made Scrap materials pattern included	felt 60¢
7. Exploring the environment	Plant Seeds	Guidance to planting, daily watering and transplanting	Safeway	seeds $1.59 peat moss pot 10¢
8. Mathematics	magnetic numeral cards	Place on frig or cookie sheet. Play a game by mixing up cards, child corrects them.	Self-made	Decals 30¢ magnets $1.00

Curriculum Area	Material	Suggested Uses	Source	Cost
9. Self awareness	Dental kit	Read message on the box.	Zeller's	toothpaste toothbrush $1.00
10. Expressive activity	- finger paints - chalk board, chalk and brush - Game;Lego No. 512	Place 2 or 3 spoons of mixture on paper work with fingers.	self-made, recipe enclosed. Chalk-Zeller's Game- Eaton's Lego-Bay	 $2.00 $2.00 $5.00
11. Imagination and feeling stimulator	Instruments -- shakers and clappers	Have the child keep time to music	self-made	
12. Ideas for parents	Dental care literature			

OBJECTIVES:

General:
- To provide play activity for the growth and development of young child.
- To promote intellectual development through educational toys.
- To learn responsibility in area of social skills.
- To help parents stimulate their children's intellectual and creative abilities by improving interaction between parents and child.
- To help children develop a healthy self-concept.

Specific:

Gross Motor

- running, galloping, hopping - stick horse

Small Motor

- (eye-hand coordination) The Screw Game - blackboard

Sensory Awareness and Discrimination

- Rug Game

Abstracting and Mediating

- can tops, ordering, also Rug Game

Relational Concepts

- relativity by throwing bean bags on, over, under the large shapes.

Language

- puppets (vocabulary, sequencing a story)

Exploring the Environment

- planting seeds.

Mathematics

- numbered cards for growing

Self Awareness

- dental kit.

Expressive Activity

- finger painting, puppets, instruments, Lego, Game

Imagination and Feeling Stimulator

- instruments, plants, puppet

Ideas for parents

- health literature - food, dental

ITEMS TO BE REPLACED:

- seeds, soil, peat moss pot (in bag)
- finger paints (starch in bag) and need new paper
- dental literature (in bag)
- see if there is chalk for black board

EARLY CHILDHOOD KIT
White #5

Created by Adoline Glenn

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	Skipping Rope	Have the child skip. Maybe teach a skipping rhyme - giving rhythm to skipping.	Eaton's	$ .29
	Stilt Cans (2)	Have child put one foot on each can. Hang on to the rope with left hand on left can rope and right hand on right can rope. Walk.	self-made - punch Holes in 2 cans that are alike - on lid or sides. Run rope through with a knot at each end. 	$ .60 rope
2. Small Motor	Raggedy Andy *5	Let child dress and undress the doll and generally play with it.	Eaton's	$6.49
3. Sensory Awareness and Discrimination	4 sets of 2 cans (listening)	Find the 2 cans that look alike: Shake each can. Which has more? Which has less?	Self-made. Secure containers. Add fewer and more of the same items.	
4. Abstracting and Mediating	Classify animals, machines, and household items. *3 250 classifying items 1 sorting tray	These may be classified in a number of different ways. - animals, machines, household items, different types of animals, different types of machines, different types of household items, and colors. Not all items should be presented at first if at all.	E.S. Arnold & Sons 143-26 A St. S.W. Calgary, Alberta	
5. Relational Concepts	Wacky Stack 6 colored balls 6 black rings	Balance the balls one on top of the other. The correct sequence of larger to smaller is required, 3 balls can be used. - big, bigger and big-	Eatons, Londonderry	$1.50

		gest. When 2 more bigger balls are added the biggest ball becomes the smallest showing relational size. Stack the rings. Balls come apart to store smaller ball consecutively - smallest - largest.		
6. Language.	Viewmaster and reels (12) *1 Books (5)	As the child comes across something he cannot recognize get him to ask so he can find out what it is. Make time to answer his questions. Read the blurb that goes with each picture on the reel. Read and talk about pictures.	Woolco - view master donated some reels Eaton's - 1 pkg. of 3 reels Woolco	$2.12 $1.50 $1.15
7. Exploring the Environment	Magnet and objects - wood - penny - nails - screws - rock - rubber - marble - bottle cap - metal things - iron filings in test tube	Check objects for attraction or repellency. Classify. -make the iron filings in the test tube move. -horseshoe magnets - make like poles repel - unlike attract. -explore environment to see what is attracted or repelled. -some iron filings may be scattered on paper. Interesting things happen when magnet placed under paper.	Toys and Wheels - Londonderry (2 horseshoe magnets) E.S. Arnold & Sons 143 - 26 A St. S.W. Calgary, Alberta (bar magnet)	$ .50
8. Mathematics	Measurement Math Blocks	-one to one correspondence. - 4 ones are as long as the 4 stick, etc. -good for showing more or less.	Eaton's, Londonderry	$2.98

9. Self Awareness	1 book	Let children explore book. Discuss book - Read.	Bay	$2.00
10. Expressive Activity	Tempera Paints 6 jars - red - yellow - orange - blue - green - purple 2 brushes stir stick, cloth, paper ice cream pail	Let child experiment with the medium. Let child express himself with medium after having done something interesting so he has something to express.	Moyers, Edmonton (paint) Woolco (brushes) -add salt, soda, or oil of cloves to keep paint sweet smelling.	$ 1.88
11. Imagination and Feeling Stimulator	Telephone *3	Encourage conversations (imaginary) over the telephone i.e. pretend you're talking to Grandma, the grocer, a friend.	Moyers, Edmonton	$1.98
12. Ideas for Parents	Seed Card -bean seeds attached	Instruction or suggestions are on the card of use of seeds. -Soak seed and watch sprout and roots -Plant seed and watch it grow -measure plant.	Eaton's Pkg. of Seeds	$ .40

OBJECTIVES

General

1. To provide activities that are important for the physical growth and development of the young child.
2. To promote intellectual development through play.
3. To learn responsibility, in the area of social skills (sharing, cooperation, etc.)
4. To help parents stimulate their children's intellectual abilities and creative

abilities by improving interactions between parent and child.
5. To help the child develop a healthy self-concept.

Specific

1. To develop gross motor muscles.
2. To develop small motor muscles.
3. To develop eye-hand coordination.
4. To develop sense of balance.
5. To develop color association.
6. To learn size in relation i.e. big, bigger, biggest.
7. To gain understanding that that is biggest in one set may be littlest in another set.
8. To find what materials are repelled or attracted by a magnet.
9. To develop skills in sequencing.
10. To develop auditory discrimination.
11. To develop visual discrimination.
12. Develop skills in vocabulary.
13. Develop skills in listening.
14. Expression through the use of tempera paint.
15. Creative expression through telephone conversations.
16. Involve the parent with the child.

ITEMS TO BE REPLACED

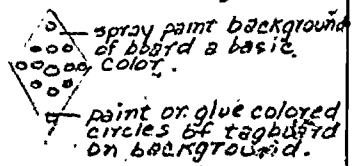
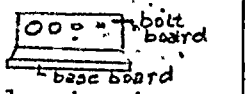
1. Check sound cans and make sure each set has one can of more items and one can of less.
2. Check magnet kit for items and replace enough to make kit interesting.
3. Painting Pail - refill paint jars - put in clean cloth. Paper. Add salt or soda or oil of cloves to paint to keep paint sweet smelling.
4. Add a few more bean seeds to idea card for parents.

SAFETY CONCERNS

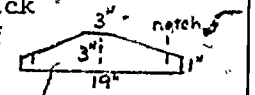
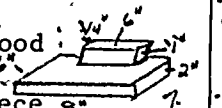
The box of magnets and objects should be kept away from small children. I have put small things i.e. needles, nails that will attract easily.

EARLY CHILDHOOD KIT
White #6

Created by Adrienne Zinyk

CURRICULUM AREA	MATERIAL	SUGGESTED USES	SOURCE	COST
1. Gross Motor	Ring Toss Game	-board can be set on a chair or hung on a wall -when game is played by 1 child, objective can be to practice underhand throwing technique -when game is played by 2 or more, rules can be: first person to ring four circles of same color wins or first person to ring center circle wins, etc. -distance child stands from board should be suited to his ability -parent may guide child in how to throw underhand and in how to aim -numbers may be assigned to the circles	-to make  -drill a hole above each circle and screw in hooks -attach wire loop to back of board for hanging. -*paint 4 corner circles same color (red)-paint center circle different color from other circles (blue) -alternate colors of inner circles (yellow-green)	$ .75 - 1, 15" sq/ board $1.00 1 can black paint $ .50 13, 3" long metal screw hooks $ .15 1 box rubber rings $2.00 colored tagboard circles (13) or paint (red, blue, green, yellow) $ .40 glue (if used) $ .10 wire hook $4.90 approx. cost
2. Small Motor	Bolt Board	-board is designed so that all 4 bolts can be put in board only if they are placed in right sized hole -screwing nuts on develops small muscles -rather than letting child use "trial and error" approach after experimentation, parents can encourage child to think before putting bolt in hole	-to make:  -drill holes in piece of board size of bolt diameters -nail base board to bolt board for stand-spray paint	$2.00 4 nuts & bolts (large to small) $ .20 2 blocks of wood (approx. 9" by 5" and 2" deep) $ .05 nails (3" long) $1.00 spray paint. $3.25 (approx. cost)

3. Sensory Awareness and Discrimination	Smell Bottles *1	-child can work independently by taking one bottle at a time, smelling it, and matching it up to a picture - 2 children can work together on one bottle at a time to see if they agree on what it contains -parents can guide child when he is uncertain of smell.	-to make: -collect a number of spice bottles and spray paint -fill bottles with smells that do not mold, are not poisonous, or that do not spill and find pictures to match each smell -place pictures on tagboard cards and laminate.	? 8 spice bottles (or more or less) ? pictures from magazines $ .35 8 tagboard cards $ .25 lamination ? smell contents (from home, etc.) $1.00 spray paint $1.60 approx. cost
4. Abstracting and Mediating	Association, "What Goes Together?" Game *4	-parents can enhance the child's use of these materials by making sure that the child knows the "name" of each of the objects shown on the picture board and of each of the objects contained in the plastic bags. -when child places an object on a certain picture, parent can ask why he put it there. -child can work independently completing associations he is familiar with or he can work with another child by "taking turns".	-to make: -cut out pictures and collect objects that typically go together -glue pictures on tagboard and laminate -put objects in plastic bags that seal at top	$2.00 any number of pictures with objects that go together (usually found in home-pictures from magazines, etc.) $ .70 enough tagboard to accomodate pictures $ .25 lamination $ .50 plastic bags $3.45 approx. cost
5. Relational Concepts	Scale (relativity type)	-child can compare and contrast weights of various objects according to their composition and size.	-to make: -cut 2 from 1/4" piece of wood  	$ .40 2, 6" diameter tin foil pans $ .30 picture hanging wire $ .40 6 small screws

		-parent may guide child to compare and contrast various materials by asking the child "what is heavier?", lighter?, and why? etc.	-to make:(cont'd) -cut 1 from 1/4" thick piece of wood  -cut 1 base block of wood and nail smaller piece in center  -spray paint then, fasten pieces together with screws -attach wire to tin pans and fit center of wire into notches	$ .10 1, 2" long screw & cap $1.00 wood $1.00 spray paint $3.20 approx. cost
6. Language	Dress-Ups	-child can engage in dramatic play activities either independently or with other children -when parent intervenes it should be for the purpose of encouraging verbal expression.	-to make kit: collect clothing and accessories for both men and women (i.e. old shirts, ties, men's shoes, men's hat, dresses, purses, ladies' shoes, ladies' hats, aprons, etc.)	? discarded clothing in home $5.00 from Good-will Store $5.00 approx. cost
7. Exploring the Environment	-Bubble Blowing Kit *1	-child can explore materials independently -parent may draw child's attention to changes taking place through questioning child	-any large department store, drug store, or toy shop -can be made in home by using piece of wire for blow stick and dish soap in a jar for liquid	-to purchase $ .98 $ .98 approx. cost

	-Lego Build a toy Kit	-parent can build toy according to directions provided in kit -child can disassemble toy - older child may attempt putting toy together again but, too difficult for preschool child	-any large department store or toy shop	-to purchase $ .99 $ .99 approx.
8. Mathematics	-estimating length (stick Board) *3	-child may work independently using trial and error approach to solve (puzzle) boards -parents may encourage child to try and choose correct length of stick before trying to fit it to drawing.	-to make: -cut 12", 10", 8", 6", 4", and 2" long pieces from 1/2" balsa wood sticks -using 1 of each length on each board, make patterns by outlining sticks with felt pen.	$ .70 3 pieces tagboard 15" by 15" $ .40 balsa wood $ .60 felt pen $1.70 approx. cost
9. Self Awareness	Book "Helping is Fun"	-child may look at pictures in book on his own -parent may read book to child or have him interpret pictures	-Gospel Supplies Ltd. 101 Ave. & 102 St. Edmonton	$ .65 to purchase
10. Expressive Activity	Musical Instrument -Whistles °1	- child may play whistles without instruction -parents may guide child by showing him that the whistle can make a different noise when he puts his fingers over holes or when he hums into opening.	-any large department store or toy shop	$ .99 to purchase
11. Imagination and Feeling Stimulator	Play Dough Kit °1	-suitable for independent play. -parents may comment upon child's work or ask him questions about it	-any large department store or toy shop	$1.69 play dough (4 cans) $1.98 baking kit (rolling pin, cookie cutters, small bowls, measuring spoon, rolling board) $3.67

12. Ideas for Parents	Book "Something to Make"	-select projects according to child's interest and what he can help with, materials available and parents ability to construct item.	-Classic Bookshops Edmonton Center	$1.15 to purchase

OBJECTIVES

A. Physical

-to provide activities that will promote a healthy, total, physical development of the child:

(1) through involvement in gross motor activities requiring attention to eye-hand coordination.

(2) through involvement in activities designed to develop the child's ability to control small muscle movement.

(3) through involving the child in the identification of certain smells with the intention of developing sensory awareness.

B. Social

-to develop the child's ability to work and play cooperatively with others in a variety of social situations:

(1) through involvement in dramatic play with other children.

(2) through involvement in less competitive game activities where simple rules must be attended to.

C. Emotional

-to encourage the development of a positive self-concept; to develop child's ability to empathize (understand own feelings and feelings of others) and; to develop child's ability to choose constructive alternatives in his attempt to deal effectively with stress producing situations:

(1) through exposure to experiences that help the child realize and understand ways in which he can be helpful to others in the home.

D. Creative

-to provide the child with a wide variety and number of experiences in which he will be free to express himself in an original or creative manner:

(1) through exposure to tactile experiences designed to stimulate imagination, feeling, and the production of original thoughts and material things.

E. Intellectual

-to provide experiences that will develop the child's ability to engage in logical thought processes (i.e. Bloom's Taxonomy):

(1) through exposure to activities designed to develop the abstraction and mediation skill of association.

(2) through exposure to activities designed to develop the relational concept of comparing and contrasting.

(3) through dramatic play experiences encouraging verbal expression.

(4) through exposure to materials demonstrative of the principles that wholes are composed of parts and that matter can change its form.

AV EQUIPMENT

No audio-visual equipment required.

ITEMS TO BE REPLACED

- glue and paper for art kit
- liquid soap for bubble blower
- play dough if dried out

SAFETY CONCERNS

- parents should supervise work with "association board" as objects are small and may be swallowed.
- play dough, crayons, and contents of smell bottles are non-toxic.
- ring toss game should be hung by parents and hooks to game board should be screwed in by parents to ensure child does not injure himself on them.
- parents should watch child does not drink liquid soap in bubble blowing kit.