Materials

Level 1

* Pictures of family members, people, pets, and everyday items that are familiar to the child
* Common objects: items the child comes in contact with on a daily basis (toothbrush, cup, spoon, ball, stuffed animal
* Inset puzzles: two or three for ages 1-3 years old
* Blocks: four, standard-sized blocks any color
* Picture books: three books that are developmental appropriate
* Peg and board set
* Puzzle box for ages 1-3 years old

Level 2

* Items to encourage the child to mand for missing items (e.g. A juice box without a straw, track without a train, Mr. potato head without the body parts, bubbles without the want, balloon without air)
* Picture books, picture cards or snapshots for tacting (items, actions, and activities seen in everyday life), matching to sample (items that are similar 3 pictures of flowers in array with a house, a bell, a house), LRFFC (animals that make specific sounds, e.g. Cow, duck, dog, cat, pic) pictures of items that have similar functions or are in the same class (clothing, silverware, dishes, furniture, food, vehicles, musical instruments, toys, school supplies), and pictures with items of the same color or shape (eg. Red apple, red car, red barn, and round ball, round balloon, round orange)
* Identical items: 25 for matching to sample (e.g. spoons, toy cars, shoes, pictures of cartoon characters the child enjoys)
* Sets of similar colored items: three for sorting similar colors (e.g., red toy car, red hat, red toy, fire truck, yellow banana, yellow balloon, yellow toy truck)
* Set of similar shapes, but different colors for sorting, (e.g. red squares, blue squares, red circles, blue circles)
* Set of similar but non-identical objects (e.g. a basketball and a soccer ball)
* Objects that are similar for matching to sample in an array: 25 (e.g. 3 or 4 spoons in an array with a butter knife and a fork)
* Children’s scissors, glue sticks, crayons, and paper
* Items (or recoding’s) that make environmental sounds (e.g. phone ringing, bell, baby crying, dog barking, car horn)
* Inset puzzles: four or five for ages 1-3
* Stacking ring
* Toys for independent play (e.g. Duplo blocks, train, dollhouse, and dolls)
* Props for pretend and social play (e.g. tea set, pretend food, dolls, fire hat, a princess veil, cardboard boxes.

Level 3

* Cards with shapes and colors: 5 each for tacting and matching to sample
* Picture books, picture cards, and/or photos similar to those needed for level 2
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* Inset puzzles for ages 2-5 years
* Block design cars: 25 pattern options
* Colored blocks for sequencing
* Alphabet letter cards
* Number cards from 1 to 5
* Step and short story seriation cards
* Size seriation cards
* Items that are samples of relative adjectives and measurement (e.g. light and heavy, clean and dirty, hot and cold, wet and dry, big and little, long and short)
* Ten small items to assess counting and more and less (e.g. beans, M&Ms)
* Beginning sight words with pictures (3 or 4 letters suck as “dog” and “cat”)
* Lined pencil and paper
* Arts and crafts supplies (crayons, construction paper, coloring book, lined paper, scissors glue, beads for stinging, items for sorting)
* Pictures or a book with community helpers (e.g. police, nurse, doctor, firefighter, teacher, mail carrier, construction, worker, bus driver, ambulance driver)
* Toys for independently play (e.g. puzzles, Duplo blocks, tinker toys, train and tracts, doll house and furniture, arts and crafts)
* Child’s clothing or a dressing doll with a zipper, snap, button, buckle, tie, Velcro
* 3 developmentally appropriate activity books (e.g. dot to dot, mazes, picture search)