Toy Features to Keep in Mind When Choosing Toys

Communicative

- **Amplification** – Toys that amplify or change a child’s voice. They motivate a child to use his own voice in a fun, and oftentimes, goofy way.
  - Megaphones
  - Microphones

- **Phonetic Component** – Toys that encourage the development of spoken words.
  - Flash cards that include phonics
  - Electronic toys that speak

- **Verbal Talk Back Response** – Allows children to develop the skill of language reception.
  - Electronic toys with clear, simple voices

- **Words** – Toys that included words that can be pointed to and spoken. Play by labeling actions or objects.
  - Books
  - Puzzles
  - Games
  - Electronic toys that include the alphabet and say the letter or word and allow a child to communicate in a verbal manner

- **Communication** – Toys that allow communication with others.
  - Phones
  - Walkie talkies

- **Pretend play** – Puppets help children who find it hard to speak out loud. The children can talk “through” the puppet, therefore it is not the child speaking, but rather the puppet.

Cognitive

- **Simple Design** – It creates a clear understanding of what the child is looking at. It makes the picture more concrete and less abstract. Simple designs allow children to digest the information at their own pace.
  - Puzzles with one color background
  - Simple pictures in books
  - Easy to understand gameboards

- **Short Game Duration** – Allows a child to feel the sense of accomplishment by completing a game start to finish.
  - Games that are quick in play or that have various modes of play are examples

- **One Concept** – Increases the sense of accomplishment and lessens confusion and frustration.
  - Flash cards that only work on one concept at a time
• Electronic educational toys that have the ability to play and learn one concept at a time (colors, shapes, numbers)

➢ **Concrete as opposed to abstract pretend play** – Children are able to understand the concept of the game or play easier if it is centered around something they are familiar with.
  • Puppets of people or real animals (rather than monsters or non-descript creatures)
  • Play school bus
  • Pretend play food

➢ **Clear cause and effect** – Children will learn correctly when their actions cause consistent responses.
  • Electronic toys that when you press a button, it activates lights and/or auditory response
  • Toys with levers to press or turn for an immediate response

➢ **Versatility** – A child may not be at the developmental level to do one activity with the toy, but would play with it differently if given the opportunity. Toys that have open-ended play potential will create a positive learning play experience for children and will assist in further development.
  • Stacking cups that can be stacked, or practice in and out, scoop and pour
  • Balls – throw, catch, roll, bounce

➢ **Repetition** – Children learn through repeating the same task over and over. Toys that allow for repetition give children opportunity to practice what they have learned.
  • Basketball hoops
  • Push button cause and effect toys
  • Electronic musical toys

➢ **Familiar characters** – Children will attend and be interested in products that have characters they know.
  • Books
  • Games
  • Plush

➢ **Talking** – Promote language development in children.
  • Dolls that talk
  • Cassette players with microphones
  • Books that have a sound component

➢ **Puzzles** (that have separate pieces, not interlocking) – Assists children in proper piece placement and problem solving skills to fit the piece in the correct space.
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- **Picture cues** – Children learn visually how the world around them works and seeing a picture of the end result gives them assistance with how it should look.
  - Puzzles that have the same pictures on the piece and underneath
  - Lotto games matching identical pictures
  - Building and construction toys that include step by step pictorial instructions

- **Simple instructions** – Simple, concise wording in directions are easily understood and followed.
  - Games that have simple rules
  - Building or construction toys that have clear pictorial instructions to follow
  - Games that have few sequential steps

- **Levels of play/Variations** – Gives options for play. Children can start with an easier, beginner level and move toward a more difficult level of play.
  - Electronic toys that have several modes of play
  - Games with levels of play

**Sensory**

- **Various textures** – Gives children added stimulation and more exploration opportunities.
  - Hard, plastic rattles with bumps, grooves, etc.
  - Balls that have different tactile sensations and that are made of different hard or soft materials
  - Puzzles that have textures glued on the separate pieces
  - Activity quilts that have squares of different materials with different feels

- **Vibration** – Added stimulation, increased sensory input.
  - Hand massagers
  - Vibrating balls

- **Lights and Sounds** – Adds both auditory and visual stimulation to heighten the awareness and attentiveness of the child to the toy.
  - Balls that play music
  - Electronic toys that have lights that turn on/off, move, flash, blink*
  - Toys that have both sound and lights
  - Musical instruments
  - Musical keyboards

- **Raised buttons** – Assists children who have visual impairments to know where the activation switch is.
  - Electronic toys that have very apparent on/off buttons

- **Rattle** – Promote awareness of the object and maintain attention.
  - Toys that have beads or bells inside that move and create sound when played with
  - Rainsticks
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- **Scented** – Added sensory input.
  - Scented crayons
  - Scented paints
  - Scented plastic toys (scented with a clear, identifiable scent, not of plastic)

- **Mouthable** – Children get sensory input and explore and learn about their surroundings by mouthing objects. Objects that children can put in their mouths.
  - Rattles
  - Plastic safe products that have different textures**

- **Adjustability** – Children may require different levels of sound or rhythm in order to fully enjoy a toy’s appeal.
  - Electronic toys that have adjustable volume control
  - Musical toys that have adjustable tempo and tone

- **High Color Contrast** – Children are able to visually see an item more clearly if it is placed on a contrasting colored surface or if the toy itself has contrasting colors. Red, white and black are three that young children see first.
  - Rattles that have contrasting colors
  - Puzzles that have a solid background color for differentiation
  - Pattern books
  - Mobiles

- **Clear Outline** – Toys that have a visual or tactile outline that is easy for children to see or feel.
  - Puzzles that have a thick line around the objects
  - Raceway tracks that have a lip to follow
  - Books that have outlines of objects that can be traced with a finger

- **Shapes** – Children learn by feel and exploring with their hands.
  - Pegboards that have different shaped pegs for a child to feel the difference
  - Shape sorters with blocks to explore
  - Puzzles with different shaped pieces
  - Play food that is in identifiable shapes

*Warning:* Toys that blink or flash may instigate seizures in children who have a disorder prone to having seizures.

**Warning** – Avoid toys or products containing PVC as they can cause…
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Physical

➢ *Suction cup bases* – For stability. These toys assist children who have involuntary movements. They will stay secured to the table, highchair, or wheelchair tray.
  • Rattles with suction cup bases
  • Balls and mitts that have many small suction cups on the catching surface and/or on the ball for increased success

➢ *Attachment straps* – The straps will hold the toy on a child’s hand regardless of if that child has the physical ability to do so.
  • Mitts that have straps
  • Bells that have wrist straps
  • Rattles that strap around feet or hands
  • Toys that have straps to attach to a play surface (e.g. crib)

➢ *Enlarged handles* – Give children a larger area to grasp. Children can use a whole hand rather than needing refined fine motor skills.
  • Large handles on paint brushes
  • Large on/off buttons or levers
  • Large-sized drawing utensils (crayons, markers, pencils)
  • Large hitting area on bats
  • Large knobs on puzzles
  • Large keys on keyboards
  • Tall play pieces in board games

➢ *Hook and loop fasteners (i.e. Velcro)* – To secure the object in place. A child who has physical limitations may need assistance to grasp and hold items.
  • Rattles and musical instruments that have wrist straps
  • Catching mitts that have adjustable straps for hands
  • Cloth catching mitts and balls that have Velcro on catching surface

➢ *Trunk support* – Balance and support.
  • Ride-on toys that have high back and sides for support
  • Chairs that give a child support and that may have a seat belt or strap

➢ *Rubber or non-skid bottoms* – For stability, so the toy will not scoot away from the child.
  • Puzzles with rubberized bottoms
  • Toys that have rubber nubs or feet underneath
  • Activity houses with rubber bottoms
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- **Various Textures** – Aid in exploration, increased sensory input and added stimulation.
  - Puzzles with materials glued on each piece
  - Rattles with hard plastic bumps and grooves
  - Balls with nubs, bristles, etc.

- **Sustained Action** – A child can work to activate and have time to refocus to enjoy what s/he has accomplished.
  - Keyboards – press one key and an entire song plays
  - Ball trackers – place the ball on top and watch as it follows through the track to the bottom
  - Spinning top – pump the top lever, release and watch it spin

- **Laminated Surfaces** – Easy clean-up, durability.
  - Game cards/playing cards
  - Lotto games
  - Flash cards
  - Books

- **Angled Play Surface** – For easy positioning and playing. Children will hold their heads and trunks up rather than collapsing down.
  - Keyboards with adjustable supports to raise and angle
  - Puzzle stand
  - Easel

- **Sounds and Lights Components** – Give additional sensory input and entertain a child who may have limited movements.
  - Musical balls
  - Light-up activities
  - Rattles with various sounds
  - Rain sticks
  - Keyboards
  - Sound Books
  - Instruments

- **Inflatable** – Toys that can be deflated slightly to a specific firmness for easy gripping.
  - Balls
  - Dolls

- **Mobility Assistants** – Allows a child to experience movement regardless of independent movement abilities.
  - Adult assist handles
  - Removable footrests
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- **Large Openings** – Easy access for hands or bodies to maneuver through and retrieve items.
  - Large doorways on pretend play large houses
  - Large doorways, open roof or open sides for doll houses
  - Open top design for shape sorters
  - Buckets
  - Wide-set holes on lacing projects

- **Easy Manipulations** – Children who have physical disabilities may require an easier or lighter pressure or smaller movement to activate toys.
  - Keyboards that require a light touch to activate
  - Musical instruments that are easy to hold (possibly with straps to secure on to the child’s hand)
  - Activity center with easy to move knobs and levers

- **Adjustable Height** – To adjust to meet the needs of a child sitting on the floor, kneeling, standing, sitting in a wheelchair.
  - Sports equipment (e.g. T-Ball, basketball nets)
  - Computer desk

- **Simple Art Projects** – An easy alternative for a child who has limited physical abilities to create elaborate pictures.
  - Sponge painting
  - Rubbing art
  - Stamps