Item	Age group	Gende r	Quantity	Description	Donation Received
Bed with additional fold out bed. Example: http://www.ikea. com/us/en/catalog/products/S79031466/ with fold out piece: http://www.ikea. com/us/en/catalog/products/50247971/	All	All	2	We currently have two beds that could really do with replacement. To have a set-up such as this, would provide us an additional bed to pull out. It would make a big difference for our little center.	
Mattress & bed base for beds described above	All	All	2	The bed described above requires a special mattress for the pull out bed. It would be immensely helpful to have an additional bed with this pull out system so as to provide an additional bed.	
Wireless speakers	All / Teenagers	All	10	During the teen years, many people use music as an escape. Often, someone will try to find lyrics that best identify with his/her present situation. Empathy through music is one of many ways that teens can help establish who they are, partially because of the diversity of music. Our center does not have wireless speakers. These speakers are valuable in for these reasons: Calming music for children when they are upset, children can listen to audio books, we can play soothing music for babies to help them fall asleep, and offer opportunity for self-expression, self confidence, singing and socialization, and for children and youth to experience fun to help take their mind off their traumatic time.	
Head phones	12 – 18 yrs	All	10	During the teen years, many people use music as an escape. Often, someone will try to find lyrics that best identify with his/her present situation. Empathy through music is one of many ways that teens can help establish who they are, partially because of the diversity of music.	
MP3 Players	12 – 18 yrs	All	10	During the teen years, many people use music as an escape. Often, someone will try to find lyrics that best identify with his/her present situation. Empathy through music is one of many ways that teens can help establish who they are, partially because of the diversity of music.	
Art smocks: http://www.michaels.com/search?q=art% 20smock	4 - 12 yrs	All	5	Children who come the center typically only have one set of clothing before we provide them with extra. Playing with paint is great for child development and for expressing creativity, but it stains the few clothes they have. Art smocks protect their clothes from staining.	

Barbies & Barbie Clothes	5 – 8 yrs	F	10	We do have some Barbies at the center, but most of them are missing clothes. We would love to have some more Barbies and particularly Barbie clothes. Children often use dolls or projective roleplay to work through trauma. The roleplay can reflect situations that a child is processing, making it a powerful tool for our staff to use in order to interact with children.
Board Games: Game of Life board game	4-18 yrs	Both	2	Board games are used quite a bit at the center. Children are engaged in rich face-to-face interaction, providing a wealth of positive social experiences with peers and staff.
Monopoly board game			2	
Spot it board game			2	
Uno board game			2	
Candyland board game			2	
Battle Ship board game			2	
Jenga board game			2	
Guess Who board game			2	
Chutes & Ladders board game			2	
Twister floor game			2	
Other board games			2	
DVD'S: Frozen			1	We like having Movie Night for the children at the Receiving Center, together with popcorn and cozy blankets! Our DVD collection would really benefit from the movies listed to the left.
Inside Out			1	
Zootopia			1	
Oz			1	
Cinderella			1	
Jungle Book			1	
The Secret Life of Pets			1	
Alice Through the Looking Glass			1	

Lego – All kinds	4 - 15 yrs	M / F	All kinds and sizes welcome	 We have limited construction materials at the central. Skills Lego develop 1. Lego provides tools that develop lateral thinking in a fun environment 2. It teaches kids to think in three dimensions 3. It improves literacy as kids work with instructions 4. It develops problem-solving, organization, and planning by construction 5. It improves creativity 6. It enhances communication and critical thinking 7. It boosts kids motor development
			All kinds and sizes	 Puzzles are an important educational learning tool for toddlers and young children as they provide many skills and mental learning benefits and opportunities. Benefits of Playing with Puzzles. Cognitive Skills Problem Solving Fine Motor Development Hand and Eye Coordination Social
Puzzles – All kinds	All	Both	welcome	• Self Esteem
Books - Here are some preferred picks:	,	5000	All books	We have a collection of books but the titles listed have stolen
Dr. Seuss (All!)	All	Both	welcome	our hearts!
Harry Potter series - J.K. Rowling				
All Roald Dahl Books				
The Hunger Games Series - Suzanne Collins				
Press Here - Herve Tullet				
The Day the Crayons Quit! - Drew Daywalt				
Good Night Moon - Margaret Wise Brown				
The Very Hungry Caterpillar - Eric Carle				
Brown Bear What Do You See - Bill Martin Jr.				
The Giving Tree - She Silverstein				
Girls' Jeggings	10 - 18 Yrs	F	20	We need for girls that come with only the clothes on their backs and these are the most verstile style for multiple ages and sizes of girls -http://www.target.com/p/girls-jegging-medium-wash- cherokee/-/A-17370729

Bath Bombs	All / Teenagers	M/F	20	We would love to have bath bombs, specifically for our teenagers. Having a bath improves one's mood and optimism which can be attributed to a combination of bodily comfort, warmth, isolation, and body positioning. Hot baths also produce better sleep.
Adult Coloring Books: Color me Zen, Color Me Happy, etc.	All / Teenagers	M / F	5	http://www.target.com/p/color-me-happy-adult-coloring-book- 100-templates-that-will-make-you-smile-by-lacy-mucklow/-/A- 15682025

Image: state of the state of
Image: state of the state of
Image: series of the series
Image: selection of the
Image: sector of the sector
Image: state of the state of
Image: state of the state of
Image: state of the state of
Image: state of the state of
Image: Section of the section of th
Image: Section of the section of th
Image: Sector
Image: Constraint of the system Image: Consthe system Image: Constraintow

	L	I	1	

Image: state of the state of
Image: state of the state of
Image: selection of the
Image: selection of the
Image: Section of the section of th
Image: Section of the section of th
Image: Sector
Image: Constraint of the system of the sy
Image: Constraint of the system of the sy
Image: Constraint of the system of the sy
Image: Constraint of the second sec

Image: state of the state of
Image: selection of the
Image: selection of the
Image: selection of the
Image: Sector of the sector
Image: Section of the section of th
Image: Section of the section of th
Image: Sector of the sector
Image: Constraint of the system
Image: Sector
Image: Sector of the sector
Image: Constraint of the second sec

Image: Section of the section of th
Image: state of the state of
Image: selection of the
Image: selection of the
Image: Section of the section of th
Image: Section of the section of th
Image: Constraint of the system of the sy
Image: Constraint of the system
Image: Constraint of the system of the sy
Image: Constraint of the system Image: Constand of the system Image: Constando
Image: Constraint of the system Image: Constand of the system Image: Constando

Image: state of the state of
Image: state in the state in
Image: selection of the
Image: series of the series
Image: state of the state of
Image: section of the section of th
Image: space of the systemImage: space of the sy
Image: Section of the section of th
Image: select
Image: Section of the section of th
Image: Section of the section of th
Image: Constraint of the second se
Image: Sector

Image: state of the state of
Image: state of the state of
Image: selection of the
Image: selection of the
Image: state of the state of
Image: state of the state of
Image: space of the space of
Image: selection of the
Image: state of the state of
Image: Section of the section of th
Image: Constraint of the system
Image: Sector of the sector
Image: Constraint of the second sec

Image: state of the state of
Image: state of the state of
Image: selection of the
Image: Sector of the sector
Image: Constraint of the second se
Image: Constraint of the second se
Image: Sector
Image: Constraint of the second se
Image: Constraint of the system of the sy
Image: Constraint of the system of the sy
Image: Constraint of the system Image: Constand of the system Image: Constando

Image: space of the systemImage: space of the sy
Image: selection of the
Image: selection of the
Image: selection of the
Image: Section of the section of th
Image: Section of the section of th
Image: Constraint of the second sec
Image: Constraint of the second se
Image: Sector
Image: Sector
Image: Constraint of the system of the sy

		 	1
L			

Image: Constraint of the systemImage: Constrai
Image: select
Image: selection of the
Image: state of the state of
Image: Sector of the sector
Image: Sector
Image: Sector
Image: Part of the second s
Image: Constraint of the system of the sy
Image: Constraint of the system of the sy
Image: state of the state

Image: Constraint of the systemImage: Constrai
Image: selection of the
Image: selection of the
Image: state of the state of
Image: Sector of the sector
Image: Section of the section of th
Image: Section of the section of th
Image: Constraint of the second se
Image: Constraint of the system
Image: Sector
Image: Constraint of the second se
Image: Constraint of the second sec

Image: space of the systemImage: space of the sys
Image: state of the state of
Image: state of the state of
Image: series of the series
Image: section of the section of th
Image: section of the section of th
Image: space of the systemImage: space of the sy
Image: state of the state of
Image: space of the systemImage: space of the sy
Image: Section of the section of th
Image: Sector
Image: Constraint of the second se
Image: Constraint of the system Image: Constand of the system Image: Constando

Image: space of the systemImage: space of the sys
Image: state of the state of
Image: state of the state of
Image: series of the series
Image: selection of the
Image: state of the state of
Image: space of the systemImage: space of the sy
Image: state of the state of
Image: Constraint of the system of the sy
Image: Section of the section of th
Image: Section of the section of th
Image: Constraint of the second se
Image: Constraint of the system Image: Constand of the system Image: Constando
Image: Constraint of the second sec

I			1	

Image: style is a			1
Image: style im			
Image: style im			
Image: style im			
Image: style im			
Image: style intermediateImage: style intermediate			
Image: state of the state of			
Image: A set of the set of t			
Image: A set of the set of t			
Image: style intermediateImage: style intermediate <t< td=""><td></td><td></td><td></td></t<>			
Image: state of the state of			
Image: state of the state of			
Image: state of the state of			
Image: state of the state of			
Image: A stateImage: A s			
Image: style intermediateImage: style intermediate <t< td=""><td></td><td></td><td></td></t<>			
Image: system of the system			
Image: section of the section of th			
Image: section of the section of th			
Image: state of the state of			
Image: state of the state of			
Image: section of the section of th			
Image: set of the			
Image: series of the series			
Image: A standImage: A standImag			
Image: A state of the state			
Image: series of the series			
Image: series of the series			
Image: Antipe and			
Image: set of the			
Image: series of the series			
Image: series of the series			
Image: Sector of the sector			
Image: space of the systemImage: space of the sy			
Image: state stat			
Image: Constraint of the second se			
Image: Participation of the system			
Image: Constraint of the system Image: Consthe system Image: Constraintowiset<			
Image: Constraint of the system of the sy			
Image: Constraint of the second sec			

			1
			1

					1
L			I	1	

Image: Constraint of the state of the sta
Image: state of the state of
Image: selection of the
Image: selection of the
Image: Section of the section of th
Image: Sector
Image: Sector
Image: Part of the second s
Image: Sector
Image: Constraint of the system of the sy

			1

Image: state s
Image: bit of the section of the se
Image: style intermediateImage: style intermediate <t< td=""></t<>
Image: state of the state of
Image: state of the state of
Image: state of the state of
Image: state of the state of
Image: space of the systemImage: space of the sy
Image: section of the section of th
Image: state of the state of
Image: Section of the section of th
Image: state of the state of
Image: state of the state of
Image: style s
Image: state of the state of
Image: series of the series
Image: section of the section of th
Image: section of the section of th
Image: section of the section of th
Image: section of the section of th
Image: section of the section of th
Image: section of the section of th
Image: space of the systemImage: space of the sys
Image: series of the series
Image: space of the systemImage: space of the sy
Image: selection of the
Image: series of the series
Image: selection of the
Image: state of the state of
Image: Sector of the sector
Image: Sector of the sector

Image: space of the systemImage: space of the sys
Image: state of the state of
Image: state of the state of
Image: series of the series
Image: selection of the
Image: selection of the
Image: space of the systemImage: space of the sy
Image: Constraint of the systemImage: Constrai
Image: state of the state of
Image: selection of the
Image: Section of the section of th
Image: Section of the section of th
Image: Sector
Image: Constraint of the second sec

1			1