

Guide to Accompany:
Item# 1-06436
Item# 1-06437
Item# 1-06438
Item# 1-06439

Abilitations

Cozy Shades

Flammability Testing Information

Our Cozy Shades are convenient magnetic Shades that help filter out annoying hues from overhead lights softening the light for a “cozier” space. Great for classrooms, cafeterias and even offices, they are designed to fit all standard fluorescent light fixtures. Six magnets allow for single or double swags on each fixture. Flame retardant with manufacturer testing, they also have the seal of approval from a fire prevention officer with an independent school district. See the included reports for details. Cozy Shades are the perfect solution for children with sensory processing disorders, autism, ADHD or anyone who is bothered by fluorescent lights and/or excessive glare from overhead lighting.



November 28, 2006

Due to fire hazard concerns, I've been corresponding with you regarding the "Cozy Light Shade" sold by your company and in place in at least one of our local schools (possibly more). The "Shade" is a nylon sheet with small magnets designed to be placed over 4' fluorescent light fixtures thus dulling its glare and apparently is helpful for people with special needs. In November 2006, you sent a sample of the cozy light shade sold by your company for the Natrona County Fire District Prevention Office to test burn. We performed 3 tests using a new sample and one that was hand washed once (according to the directions). Both new and once washed samples delivered the same results which are as follows:

Test 1: Using the Sixth Edition of the International Fire Service Training Association (IFSTA) "*Fire Inspection and Code Enforcement*" guidelines for field tests of flammable decorations (as recommended by National Fire Protection Association [NFPA] 705), a 1" X 6" strip of material was subjected 12 seconds with flame from a kitchen match placed 1/2" below the strip. With flame and material maintained stationary, material curled and melted but did not drip or ignite and technically passed this NFPA guided test.

Test 2: Done exactly like Test 2 excepting the flame continuously followed the shrinking material at 1/2" distance. The material did ignite and support flame and drip. This test is not part of the NFPA guidelines listed above.

Test 3: A portion of the shade was draped over an exposed 60 watt light bulb for 10 minutes. According to our heat gun, temperatures averaged about 400 degrees. Only a nickel sized hole slowly melted into the material where material contact was against the bulb on top. The material did not ignite or continue to melt or drip. This test was done to simulate the slow exposure to heat that the "Shade" may encounter in service and is not part of any other testing guidelines.

Although our tests are non-scientific or conclusive, our opinion is that the "Cozy Light Shade" will not be the ignition source of a fire when the "Shades" are placed against a fluorescent light fixture as designed, even if the ballast in such fixtures fails (reaching approximately 200 degrees). While not being the ignition source, the "Shade" would eventually support combustion from another heat/fire source in a room, much the same as paper or other common combustibles found in any classroom.

Mike Lindahl
Fire Prevention Officer
Natrona County Fire Protection District
PO Box 820
Mills, WY 82644

FROM :

PHONE NO. :

OCT. 29 2003 05:39AM PS



TO: 小園 * 張有 測試 均 通過 海軍
FR: 小P2

RECEIVED
29 OCT 2003

TEST REPORT

Haowie Hutch & Bag Co., Ltd.
4/F Jincheng Building, Jiangnan
Huoju Industrial Area, Quanzhou, Fujian, China

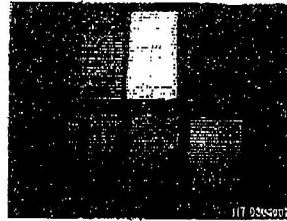
Report no. : HT0304007 F
Project no. : -
Date: Oct. 28, 2003
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DA 10/29/03

Attn: Mr Zhou

SAMPLE DESCRIPTION : Nylon Fabnc (With PU Coating or W/O PU Coating)

NO. OF SAMPLE SUBMITTED : 6pcs
MODEL NO. : Nil
AGE GRADING : Nil
SKU NO. : Nil
PO NO. : Nil
EXPORTED TO : USA / Australia / New Zealand
COUNTRY OF ORIGIN : China



DATE RECEIVED SAMPLES : Oct. 20, 2003

DATE OF TEST : Oct. 20 - 23, 2003

DATE RETURNED RESULTS : Oct. 28, 2003

TEST REQUIRED : Examination and test for compliance with appropriate tests of:
a. Flammability test (EN 71 Part 2:1993)
b. Spray Test (AATCC 22: 2001)

RESULTS : Please refer to the following pages.

CONCLUSION :

Based on the results obtained, the submitted samples (Nylon Fabric (With PU Coating or W/O PU Coating)) **COMPLIED** with the requirements of appropriate tests for flammability test (EN 71 Part 2:1993) & Spray Test (AATCC 22: 2001).

***** End of Page 1 of 4 *****

Note: The results relate only to the items tested.

For and on behalf of
SPECIALIZED TECHNOLOGY RESOURCES (H.K.) LTD.

Authorized by
SPECIALIZED TECHNOLOGY RESOURCES (H.K.) LTD.

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Assistant Manager - Hardlines

Dr. Chung Wah-Fuk, David
Technical Manager - Hardlines

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Huoju Industrial Area, Quanzhou, Fujian, China

Report no. : HT0304007 ^{DA} 10/29/03
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TEST RESULTS:

1. FLAMMABILITY TEST:

1.1 EN71-2: 1993 Section 4.1 General Requirement (with Amendment AC: 1995)

Criteria : Celluloid (cellulose nitrate) and materials with the same behavior to fire (except when used in varnish or paint) shall not be used in the manufacture of toys.

Result : The submitted samples passed this requirement.

1.2 Toys Intended To Be Entered By A Child (EN Section 4.4)

Testing Environment: Temp. 24°C; Relative Humidity 60%

Sample Description	Burned length (mm)	Time (sec.)	Burn-rate (mm/sec.)	Surface Flash (Y/N)	Flaming debris (Y/N)
Red fabric	500	51.58	9.7	N	Y
Purple fabric	500	36.90	13.6	N	Y
Green fabric	500	37.45	13.4	N	Y

Handwritten notes:
debris

- Requirement : (i) Burn-rate ≤ 30 mm/sec.
(ii) No flaming debris when burn-rate ≥ 20 mm/sec.
(iii) If burn-rate is between 10 and 30 mm/sec., warning label is required.

REMARK:

Since the rate of spread of flame was between 10-30mm/sec, the packaging and the sample shall be marked with the following warning "Warning! Keep away from fire".

***** End of Page 2 of 4 *****

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Date: Oct. 28, 2003
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TEST RESULTS:

(2) **WATER REPELLENCY - SPRAY TEST (AATCC 22-2001)**

Sample:	(01)	(02)	(03)	
BEFORE WASH :	100	100	100	100
AFTER 1ST WASH :	---	---	---	---
AFTER 3RD WASH :#	---	---	---	---

Criteria: At Least 90

Rating: Pass

NOTE : 100 - NO STICKING OR WETTING OF UPPER SURFACE.
 90 - SLIGHT RANDOM STICKING OR WETTING OF UPPER SURFACE.
 80 - WETTING OF UPPER SURFACE AT SPRAY POINTS.
 70 - PARTIAL WETTING OF WHOLE OF UPPER SURFACE.
 50 - COMPLETE WETTING OF WHOLE OF UPPER SURFACE.
 0 - COMPLETE WETTING OF WHOLE UPPER AND LOWER SURFACE.
 # = WASHING CONDITION : SAME AS SHRINKAGE.

NOTE : ISO 5 - NO STICKING OR WETTING OF UPPER SURFACE.
 ISO 4 - SLIGHT RANDOM STICKING OR WETTING OF UPPER SURFACE.
 ISO 3 - WETTING OF UPPER SURFACE AT SPRAY POINTS.
 ISO 2 - PARTIAL WETTING OF WHOLE OF UPPER SURFACE.
 ISO 1 - COMPLETE WETTING OF WHOLE OF UPPER SURFACE.
 ISO 0 - COMPLETE WETTING OF WHOLE UPPER AND LOWER SURFACE.
 # = WASHING CONDITION : SAME AS SHRINKAGE.

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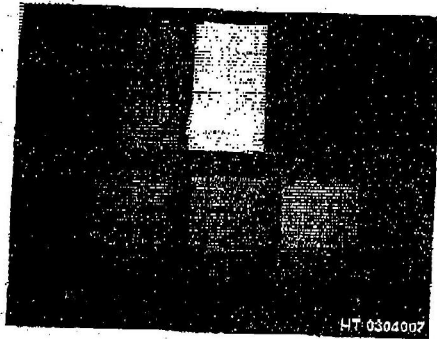
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10/29/03

PRODUCT PHOTO:



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Thank You For Your Cozy Shade Purchase. Enjoy Some of Our Other Learning Strategies...



Time-In Vs. Time-Out... What's It All About?

Most of us are familiar with the concept of "time-out," a behavioral approach where a child is removed from a meaningful activity, as a consequence of a negative behavior, for a specific period of time. Sometimes the child is encouraged to think about what made the behavior inappropriate for the situation, and what they could do differently next time. The approach can be incredibly effective with children, since most children start out the same...wanting to engage and be loved and accepted.

Sometimes "time-out" is effective for a different reason. When a child's neurological system is immature and on "overload," removing the child from extra sensory input allows their system to calm down. Being in a "meltdown" doesn't feel good to the child either. Some kids learn to "time-out" themselves by going to the bathroom...A LOT. For children with a sensory modulation disorder, being in a room with just one person is unpredictable. Think of how challenging it is in a classroom with lots of children, the teacher, buzzing fluorescent lights, the hum of the A/C unit, fluttering art projects on the wall, and scratchy tags on the back of one's shirt. Even the principal's office sounds like a better place!

Have you ever met a "Dennis The Menace" who seems to LIVE in "time-out"? They are always in trouble and not sure why. They start out wanting to be good, but end up feeling not that their behavior is bad, but that they are bad. Challenge yourself to know that child. Use your head AND your gut to know when modulation isn't working well, BEFORE trouble starts, and offer the "time-in" chair. It is the quiet, positive place you created for calming movement, listening, fidgeting, and smelling, where good kids go to get their bodies ready for the next activity. Every child starts out wanting to "be good." Create your "time-in" center today.

"Time-In" Chair Create A Calming Center

That's right...you may just banish the time-out chair forever! Before a child becomes over-stimulated, invite them to "Watch the fish!" Every child wants to be "just right." Reduce environmental stimulation and add calming input. Guess what?! No timer is required. When children are in a good place...they emerge ready to LEARN!

Combine these tools for the ultimate "Time-In" Kit and SAVE!

- A EXPANDO-MAT. Used as divider. 2-18660**
- TIME-IN Kit includes items B-G below:**
- B CHILD-SIZED ROCKING CHAIR 1-02798**
- C AMBIENT WATER DVD 1-06440**
- D SCENTBALL DIFFUSER 1-06297**
- E LAVENDER ESSENTIAL OIL 1-06304**
- F MOZART, RELAX, DAYDREAM AND DRAW CD 1-22101**
- G FISHBOWL FIDGETS 1-04574**
- TIME-IN KIT SAVE 10% 1-10127**



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