



ARTICLES

Grisham-Brown, J., Pretti-Frontczak, K., Hemmeter, M. L., & Ridgley, R. (2002). Teaching IEP Goals and Objectives in the Context of Classroom Routines and Activities. *Young Exceptional Children*, 6(1), 18-27. doi: 10.1177/109625060200600103

This article emphasizes the importance of facilitating learning for all children, especially those with special learning needs, in the context of daily routines and activities. It describes four steps classroom teams can take to effectively implement teaching targeted learning objectives for individual children. The authors provide two examples of activity matrices with detailed information about *how* the teachers plan to teach targeted learning objectives.

Sandall, S., Schwartz, I., & Joseph, G. (2001). A Building Blocks Model for Effective Instruction in Inclusive Early Childhood Settings. *Young Exceptional Children*, 4(3), 3-9. doi: 10.1177/109625060100400301

The Building Blocks model describes the range and types of supports that are necessary for successfully including children with special learning needs. The Building Blocks model consists of four parts, or blocks, and discusses using an activity matrix as one of the steps for teaching targeted learning objectives in the context of daily routines and activities.

BOOKS

Sandall, S. R. & Schwartz, I. S. (2008). *Building Blocks for Teaching Preschoolers with Special Needs, Second Edition*, Baltimore, Maryland: Paul H. Brookes Publishing Co.

This book provides teachers with practical, research-based practices for providing support to children with special learning needs within the context of ongoing classroom activities. The authors offer several worksheets for determining what and when to teach for individual children. These worksheets provide information for then filling in and using an activity matrix. Blank activity matrix worksheets are also provided.

Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended Practices for Teaching Young Children in Inclusive Settings*. Baltimore, Maryland: Paul H. Brookes Publishing Co.

This resource integrates knowledge about effective practices for teaching young children with and without special learning needs into one comprehensive approach. The authors provide explicit guidance on creating classroom environments and teaching supports that will effectively facilitate learning for all children. A few examples are provided of different activity matrix formats.

WEB RESOURCES

Head Start Center for Inclusion

<http://depts.washington.edu/hscenter/individualizing/videos>

This set of short videos from the Head Start Center for Inclusion demonstrates the process that two teachers went through when planning for children who need individualized support on some of their learning objectives. The vignettes show clips of the planning meeting as well as what it looks like in the classroom when these plans are implemented.

