



ARTICLES

Haugen, K. (January/February 2005). Learning materials for children of all abilities: Begin with universal design. *Exchange*, 45–48.

This article describes guidelines for choosing, adapting, and using learning materials to make early childhood programs more inviting and successful for all children.

Lawry, J., Danko, C., & Strain, P. (2000). Examining the role of the classroom environment in the prevention of problem behaviors. *Young Exceptional Children*, 2(2), 11–19.

The authors use their experiences as consultants to answer questions in regards to the role of the environment in preventing problem behaviors.

Santos, R. M., Lignugaris/Kraft, B., & Akers, J. (1999). Tips on planning center time activities for preschool classrooms. *Young Exceptional Children*, 2(4), 9–16.

This article provides guidelines to help preschool teachers plan classroom activities to involve all children, including children with disabilities. Several suggestions address how to select interesting materials that support children's learning.

BOOKS

Branscome, N. A., Castle, K., Dorsey, A. G., Surbeck, E., & Taylor, J. B. (2003). *Early childhood curriculum: A constructivist perspective*. Boston, MA: Houghton Mifflin Company.

This curriculum design book emphasizes the importance of selecting materials that align with a constructivist approach to teaching young children.

Castro, D., Ayankoya, B., & Kasprzak, C. (2011). *New voices: Guide to cultural and linguistic diversity in early childhood*. Baltimore, MD: Paul H. Brookes Publishing Company.

Chapter Five of this book, *Working with culturally and linguistically diverse children*, has a section about the environment that includes tips for selecting culturally and linguistically appropriate materials. In addition, there is information on book selection and an appendix with an Antibias Observation Checklist.

Grisham-Brown, J. L., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Paul H. Brookes Publishing Company.

Provides suggestions for materials to use in blended early childhood settings, as well as strategies for how to use these materials.

Greenman, J. (2007). *Caring spaces, learning places: Children's environments that work*. Redmond, WA: Exchange Press, Inc. This book is written for teachers, directors, and parents. The first part of the book explores the power of the environment. Part Two looks at how quality settings can be created. Chapter Ten shows how storage and display are related to access to quality learning opportunities in programs.

The following books would be useful to teachers in selecting materials for specific content areas.

Chalufour, I., & Worth, K. (2004). *Building structures with young children*. St. Paul, MN: Redleaf Press. [Science and Math]

Pollman, M. J. (2010). *Blocks and beyond: Strengthening early math and science skills through special learning*. Baltimore, MD: Paul H. Brookes Publishing Company. [Math and Science]

Gelman, R., Brenneman, K., Macdonald, G., & Roman, M. (2010). *Preschool Pathways to Science: Facilitating scientific ways of thinking, talking, doing, and understanding*. Baltimore, MD: Paul H. Brookes Publishing Company. [Science]

Carlson F. M. (2011). *Big body play: Why boisterous, vigorous, and very physical play is essential to children's development and learning*. Reston, VA: National Association for the Education of Young Children. [Physical Development]

Notari-Syverson, A., O'Connor, R. E., & Vadasy, P. F. (2007). *Ladders to literacy (2nd ed.)*. Baltimore, MD: Paul H. Brookes Publishing Company. [Literacy]

WEB RESOURCES

Choosing Safe and Appropriate Toys

Retrieved from [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/For Parents/Safe and Healthy Family/Safety and Prevention/ChoosingSafeand.htm](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/For%20Parents/Safe%20and%20Healthy%20Family/Safety%20and%20Prevention/ChoosingSafeand.htm)

Choosing children's toys with caution is very important and it can be hard sometimes to know which toys are safe and appropriate, and which toys are not. Follow these guidelines to help choose toys for children.

Top 10 Things to Consider When Buying Toys for Children With Disabilities

Retrieved from [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/For Parents/Safe and Healthy Family/Safety and Prevention/Top10thingsto.htm](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/For%20Parents/Safe%20and%20Healthy%20Family/Safety%20and%20Prevention/Top10thingsto.htm)

This list of considerations provides guidance when choosing appropriate toys for children with disabilities.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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