



ARTICLES

Casey, A. M., & McWilliam, R. A. (2007). The STARE: The scale for teachers' assessment of routines engagement. *Young Exceptional Children*, 11(2), 2–15.

This article describes how to implement a tool for recording a teacher's impressions of an individual child's engagement in each classroom activity. The article includes the STARE tool and instructions for implementing the STARE, as well as information for using the STARE to track child progress and determine the effectiveness of teaching practices.

LeLaurin, K., & Risley, T. (1972). The organization of day-care environments: "Zone" versus "man-to-man" staff assignments. *Journal of Applied Behavior Analysis*, 5(3), 225–232.

This article describes a study that took place in a large childcare center for 3- to 5-year-old children. It investigated how much of a child's time is lost from planned activities during a daily transition from lunchtime. The researchers evaluated the effectiveness of "one-to-one" zoning and "zone" zoning. Results showed that less time was lost from activities when the "zone" method was implemented.

BOOKS

McWilliam, R. A., & Casey, A. M. (2008). *Engagement of every child in the preschool classroom*. Baltimore, Maryland: Paul H. Brookes Publishing Co.

This book provides practical, evidence-based strategies to promote engagement in preschoolers with or without disabilities. It describes engagement, class-wide and individual child strategies for improving engagement, as well as strategies for planning for and monitoring engagement in the classroom.