



## Curricula/Teaching Approaches for Early Care and Education

Recent research has shown that even the youngest children are capable of learning complex language, concepts, and skills. Well planned, evidence-based curricula can contribute significantly to positive outcomes for all children. A challenge to early childhood educators is to incorporate information about how children from birth through age 8 learn and what they should know and be able to do into a teaching approach that blends child initiative, individualization, and direct instruction with sufficient follow-up to ensure mastery. In addition, curricula should reflect to the needs of families, the needs of children with disabilities, and the needs of children whose families speak a language other than English in the home. A curriculum should also be tied to individual assessment, program evaluation, and professional development. The following is information about selected research-based curricula/teaching approaches for early childhood educators in child care centers and family child care. All the curricula listed have been shown to be effective in Head Start programs, have been approved by a State agency for use in state-funded programs, or have been evaluated in major research projects. The curricula are listed in alphabetical order. This list is followed by information about a federally funded project and a national organization that address curriculum in early care and education, and by additional resources.

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### CURRICULA

#### ■ **Active Learning**

Frank Porter Graham Child Development Institute  
University of North Carolina at Chapel Hill  
919-966-2622

World Wide Web: [www.fpg.unc.edu/~ecers/rw\\_als.htm](http://www.fpg.unc.edu/~ecers/rw_als.htm)

The Active Learning series, published by the Pearson Learning Group, devotes a volume to each specific age group—infants, 1-year-olds, 2-year-olds, 3-year-olds, 4-year-olds, and 5-year-olds, as well as children with disabilities. Each volume contains more than 300 activities that have been field-tested to ensure their effectiveness in care and education. These materials are intended for use in home-visiting programs or center-based early care and education programs. Each volume includes a planning guide, activities, a system for matching activities to stages of development, materials needed, suggestions for language and interaction, and activity checklists. Sections include activities for listening and talking, physical development, creativity, and other learning.. There is also space for teachers to develop their own activities to go along with each section.

#### ■ **Bank Street Developmental Interaction Approach**

212-875-4400

World Wide Web: [www.bankstreet.edu/sfc/developmental\\_interaction.html](http://www.bankstreet.edu/sfc/developmental_interaction.html)

The Bank Street Developmental Interaction Approach recognizes that while development occurs on a continuum, it happens at different times for different children. Teachers rely on research and practice to choose topics and design experiences that will engage and challenge children.

Accumulated knowledge from the past and present is constantly being examined and reconstructed with fresh ideas and inquiries in a collaboration way.

- The *Bank Street School for Children Curriculum Guide* covers curricula for children from 3 years through lower school, middle school, and high school. The areas covered in the curriculum are social studies, literacy, mathematics, science, Spanish and French, art and shop, music, library, and physical education. The guide is available on the Web at [www.bankstreet.edu/gems/sfc/CurriculumGuide5.0.pdf](http://www.bankstreet.edu/gems/sfc/CurriculumGuide5.0.pdf).

■ **Bright Beginnings**

Student, Family and Community Services  
Charlotte-Mecklenburg Schools  
980-343-5950

World Wide Web: [www.cms.k12.nc.us/programs/PrekServices/index.asp](http://www.cms.k12.nc.us/programs/PrekServices/index.asp)

Bright Beginnings, developed for the Charlotte-Mecklenburg Pre-Kindergarten Program in Charlotte, North Carolina, is designed to provide a child-centered, literacy-focused curriculum to ensure that all children in Mecklenburg County enter kindergarten ready to learn. The Bright Beginnings Pre-K Program is a full-day, literacy-based initiative for 4-year-olds whom have identified educational needs. Information about curriculum objectives is available on the Web at [www.cms.k12.nc.us/programs/PrekServices/curriculum.asp](http://www.cms.k12.nc.us/programs/PrekServices/curriculum.asp). Information from Bright Beginnings about research related to the curriculum is available on the Web at [www.cms.k12.nc.us/programs/brightbeginnings/brightbeginnings.asp](http://www.cms.k12.nc.us/programs/brightbeginnings/brightbeginnings.asp).

■ **The Creative Curriculum®**

Teaching Strategies, Inc.  
800-637-3652 or 202-362-7543

World Wide Web: [www.TeachingStrategies.com](http://www.TeachingStrategies.com)

The Creative Curriculum series, developed by Teaching Strategies, Inc., includes specific resources for curriculum development for infants and toddlers, preschool-age children, school-age children, and children in family child care. This curriculum focuses on how children learn, what children learn, the parent's role, the teacher's or provider's role, and the physical environment. It also matches the curriculum to Head Start Performance Standards and Child Development Associate credential requirements. Teaching Strategies has aligned *The Creative Curriculum for Preschool* and *The Creative Curriculum Developmental Continuum for Ages 3-5* with the Head Start Outcomes Framework, the National Association for the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation Criteria, and many State early learning standards. Additional information is available on the Web at [www.teachingstrategies.com/pages/page.cfm?pageID=226](http://www.teachingstrategies.com/pages/page.cfm?pageID=226). Information from Teaching Strategies about the research base and research on the effectiveness of the curriculum is available on the Web at [www.teachingstrategies.com/pages/page.cfm?pg\\_section=res](http://www.teachingstrategies.com/pages/page.cfm?pg_section=res). Its curricula are also available in Spanish.

## ■ **Curiosity Corner**

Success for All Foundation

800-548-4998, ext. 2319

World Wide Web: [http://successforall.com/early/early\\_curiosity.htm](http://successforall.com/early/early_curiosity.htm)

Curiosity Corner provides a developmental approach emphasizing language and literacy as well as physical, emotional and interpersonal development, math, science, social studies, music, movement, and art. Instruction is built around the concepts of cooperative learning, active teaching, and a supportive structure. *Curiosity Corner* provides teachers with thematic units aligned with State and national early learning guidelines. The curriculum was developed in response to the New Jersey Supreme Court's decision to require free preschool programs for 3- and 4-year-olds in all 30 Abbott school districts. Information from the Success for All Foundation about research related to the curriculum is available on the Web at <http://successforall.com/research/index.htm>.

## ■ **Developmentally Appropriate Practices (DAP) Approach**

DAP provides a safe and nurturing environment that promotes the physical, social, emotional, aesthetic, intellectual, and language development of individual children at every age while being sensitive to the needs and preferences of families. Knowledge about how children develop and learn is applied in program practices. The following documents have information about developmentally appropriate practices.

- *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (July 1996), a Position Statement of the National Association for the Education of Young Children (NAEYC), is available on the Web at [www.naeyc.org/about/positions/pdf/PSDAP98.PDF](http://www.naeyc.org/about/positions/pdf/PSDAP98.PDF).
- *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, Revised Edition (1997), eds. Carol Copple and Sue Bredekamp, published by NAEYC, expands on this position statement and offers recommendations on how DAP can be incorporated into the classroom. Additional information about this publication is available on the Web at [http://sales.naeyc.org/Itemdetail.aspx?Stock\\_No=234&Category=](http://sales.naeyc.org/Itemdetail.aspx?Stock_No=234&Category=).

## ■ **Hawaii Early Learning Profile (HELP®)**

VORT Corporation

650-322-8282

World Wide Web: [www.vort.com](http://www.vort.com)

HELP (0–3) is a center-based curriculum for children from birth through 3 years. HELP for Preschoolers (for ages 3–6 years) is an extension of HELP (0–3). HELP offers the clinician a variety of options for ongoing assessment and curriculum planning, and enables families and clinicians to plan and monitor progress in small, incremental steps. It provides play-based activities and intervention strategies for each of the skills in 6 developmental domains: cognitive, language, gross motor, fine motor, self-help, and social development. It promotes a cross-disciplinary, integrated approach that can be used by physical, speech, and occupational therapists; early childhood educators; infant specialists; psychologists; social workers; and nurses. HELP for Preschoolers is used by professionals who work with children who are at risk,

children who may have developmental delays, or preschoolers without delays. It is designed to be used by those working in early childhood settings or by multi-disciplinary teams. Information about how HELP correlates with Head Start Positive Child Outcomes is available on the Web at [www.vort.com/pco.html](http://www.vort.com/pco.html). This curriculum is available in eight languages.

■ **HighReach® Learning (HRL)**

800-729-9988

World Wide Web: [www.highreach.com/Scripts/default.asp](http://www.highreach.com/Scripts/default.asp)

The HRL curriculum, designed for children ages 12 months to 5 years, emphasizes a blend of teacher-facilitated and child-initiated activities. The curriculum is delivered through monthly theme-based curriculum programs integrating language, literacy, mathematics, science, creative arts, physical, health, and social/emotional domains while attending to children's approaches to learning and individual learning styles. The curriculum provides training for teachers and materials to facilitate teachers' documentation of student learning. Research from HighReach about curriculum outcomes is available on the Web at [www.highreach.com/Scripts/guidelines.asp](http://www.highreach.com/Scripts/guidelines.asp).

■ **High/Scope®**

High/Scope® Educational Research Foundation

734-485-2000

World Wide Web: [www.highscope.org](http://www.highscope.org)

The High/Scope educational approach is a set of guiding principles and practices that adults follow as they work with and care for infants and toddlers, preschoolers, and elementary and adolescent students. These principles are intended to be an open framework that teams of adults are free to adapt to the special needs and conditions of their group, their setting, and their community. Active learning—the belief that children learn best through active experiences with people, materials, events, and ideas, rather than through direct teaching or sequenced exercises—is a central tenet of the High/Scope approach for all age levels.

Children in High/Scope settings are engaged in a consistent routine that includes time for planning, carrying out, and reflecting on their own learning activities as well as time for participating in small- and large-group activities. Children engage in key experiences activities that foster developmentally important skills and abilities. High/Scope has identified 58 key experiences in child development for the preschool years and a wide range of practical strategies for promoting these key experiences. The key experiences are grouped into 10 categories: creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space, and time. The High/Scope preschool approach is used in both public and private half- and full-day preschools, nursery schools, Head Start programs, child care centers, home-based day care programs, and programs for children with special needs. Resources from the High/Scope Foundation that examine the effectiveness of High/Scope® programs are available on the Web at [www.highscope.org/Content.asp?ContentId=3](http://www.highscope.org/Content.asp?ContentId=3).

- **Learninggames**  
MindNurture, Inc.  
919-967-0126

World Wide Web: <http://mindnurture.com>

Learninggames, first published in 1979 and revised in 2004, has been used as the Abecedarian Project curriculum. It is a home-based, center-based, or parent groups' curriculum for children birth through 5 years. Activities are derived from developmental milestones in the domains of social/emotional development and cognitive/creative development, language, and motor skills. Each game provides caregivers with an example of how to enhance child development. In addition to the games, the curriculum includes a *User's Guide and an Assessment Instrument*. Information from MindNurture about research on Learninggames is available on the Web at <http://mindnurture.com/research.cfm>.

- **The Marazon Systems**  
MAPS For Life  
419-661-1945

World Wide Web: [www.marazon.com](http://www.marazon.com)

The Marazon Systems, including the Classroom System, Home Visitor System, Family Child Care System, Christian System, Catholic System, and Parent System, are developmentally appropriate planning and assessment systems designed for a variety of educational settings for children of all ages. The Systems provide parents and professionals with the tools to support and challenge children's growth, development, and learning. The Marazon Systems is focused on describing children's interests and developmental characteristics and then using the every day curriculum of the home, school, and the community to support and challenge children's interests and development. The System identifies 96 child development characteristics across 6s or areas of the child's growth. The six domains are affective, social, creative, cognitive, language, and physical development. The four steps of the System—plan, environment, assessment, and partnership—assist practitioners in developing intentional plans to help children grow and develop as individuals. A comparison of the Marazon Systems with the Head Start Outcomes Framework and the NAEYC Early Childhood Program Standards and Accreditation Criteria is available on the Web at [www.marazon.com](http://www.marazon.com).

- **Mediated Learning Curriculum**

Washington Learning Systems  
206-310-7401  
Email: [mmaddox@wlearning.com](mailto:mmaddox@wlearning.com)

World Wide Web: [www.wlearning.com/index.html](http://www.wlearning.com/index.html)

The Mediated Learning Curriculum is a developmentally appropriate curriculum that supports children ages 2 to 7-years-old in inclusive settings. The model has been duplicated in early childhood special education settings and in Head Start programs. It has been rigorously evaluated over a 15-year period and has been found to be effective with children who have developmental delays and children who are developing typically. Positive effects of the model are found in students who received the curriculum during preschool as late as age 16. Additional information about research on this model is available on the Web at [www.wlearning.com/research.html](http://www.wlearning.com/research.html).

## ■ **Montessori Method**

### **American Montessori Society (AMS)**

212-358-1250

World Wide Web: [www.amshq.org](http://www.amshq.org)

### **Association Montessori International/USA (AMI)**

800-872-2643 or 585-461-5920

World Wide Web: [www.montessori-ami.org](http://www.montessori-ami.org)

The Montessori Method develops children's senses, academic skills, practical-life skills, and character. The founder, Maria Montessori, observed sensitive periods that children possess at an early age. These are periods when children display strong interests in a particular aspect of the environment (e.g., language, play, objects), exclude others in their involvement, and lose interest once they master it. Montessori teachers carefully develop environmental settings, using Montessori materials, which are designed to encourage children to learn on their own. Multi-age groupings support social responsibility and interdependence.

## ■ **Opening the World of Learning (OWL)**

Pearson Learning Group

800-526-9907

World Wide Web: [www.pearsonearlylearning.com/products/curriculum/owl/index.html](http://www.pearsonearlylearning.com/products/curriculum/owl/index.html)

OWL is a comprehensive literacy-based curriculum for use with preschoolers that covers all domains of early learning (i.e., language and literacy, mathematics, social studies and science, the arts, physical development, and social and emotional development). The OWL includes six units, each which provide four weeks of activities. The content of each unit is built around a carefully crafted daily routine within an activity-center day. Support to teachers to individualize instruction is provided in an ongoing assessment tool. Research and alignment information about OWL gathered by Pearson from Arkansas, Connecticut, Florida, Illinois, New Jersey, and Virginia is available on the Web at [www.pearsonearlylearning.com/research/research\\_owl.html](http://www.pearsonearlylearning.com/research/research_owl.html).

## ■ **The Program for Infant/Toddler Care (PITC) Curriculum**

WestEd PITC

415-289-2300

World Wide Web: [www.pitc.org](http://www.pitc.org)

The PITC Curriculum is a comprehensive training system developed to assist caregivers of infants and toddlers provide healthy, emotionally secure, and intellectually rich experiences in care. The training covers four modules: Social-Emotional Growth and Socialization; Group Care; Learning and Development; and Culture, Family, and Providers. The goal of PITC is to help caregivers recognize the crucial importance of giving tender, loving care and assisting in the infants' intellectual development through an attentive reading of each child's cues. The training materials provide the foundation for a style of care in which caregivers study the infants in their care, reflect on and record information about the children's interests and skills, and search for ways to set the stage for the child's next learning encounters. The PITC Curriculum was developed by WestEd, Center for Child and Family Studies, in collaboration with the California Department of Education, Child Development Division.

### ■ **Project Approach**

The Project Approach builds on the familiar experiences of children and provides multiple ways of active interaction with people, objects, and the environment. The goal of the Project Approach is to learn more about a topic through active learning. It allows an in-depth investigation of a topic by a small group of children within a class, by the whole class, or occasionally by an individual child. It is an integral component to a curriculum that provides a context for applying mathematical concepts and other skills, and involves themes and preplanned lessons and activities. The Project Approach topic in the Popular Topics section of the Clearinghouse on Early Education and Parenting's Web Site at <http://ceep.crc.uiuc.edu/poptopics/project.html> provides a brief description about the Project Approach and information about related publications.

### ■ **Project Construct National Center**

800-335-7262

World Wide Web: [www.projectconstruct.org](http://www.projectconstruct.org)

Project Construct is derived from constructivism, the theoretical view that learners construct knowledge through interaction with physical and social environments. Through “hands-on, minds-on” experiences, students in Project Construct classrooms attain deep understandings in the core content areas, while they also learn to work collaboratively with adults and peers. The project, started by the Missouri Department of Elementary and Secondary Education (MDESE) in 1986, incorporates theory-based curricula that are linked to State and national curriculum frameworks and standards. The Project Construct National Center, funded by MDESE, supports educators' implementation of Project Construct through a comprehensive, participant-centered professional development program.

### ■ **Reggio Emilia Approach**

The Reggio Emilia Approach is based on years of experience in the Reggio Emilia Municipal Infant/Toddler and Preschool Centers in Italy. It places emphasis on children's symbolic languages in the context of a project-oriented curriculum. Learning is viewed as a journey; and education as building relationships with people (both children and adults) and creating connections between ideas and the environment. Through this approach, adults help children understand the meaning of their experience more completely through documentation of children's work, observations, and continuous teacher dialogue. In addition, the Reggio Approach guides children's ideas with provocations—not predetermined curricula. There is collaboration on many levels: parent participation, teacher discussions, community members, and city administrators.

Reggio Children/USA is an arm of Reggio Children s.r.l., the Italian organization which promotes the Reggio Emilia Approach to early childhood education by sponsoring study tours and other learning opportunities. Additional information is available on the Web at <http://zerosei.comune.re.it/inter/index.htm> or [www.reggioalliance.org/](http://www.reggioalliance.org/). The Reggio Emilia topic in the Popular Topics section of the Clearinghouse on Early Education and Parenting's Web Site at <http://ceep.crc.uiuc.edu/poptopics/reggio.html> includes information and resources related to this approach.

### ■ **Tools of the Mind Project based on Vygotsky**

The Tools of the Mind project, which started in 1992, is the result of collaborative work between Russian and American education researchers based on the educational theories of Lev Vygotsky. Utilizing the Vygotskian approach, a series of tools was created to support meta-cognitive and meta-linguistic skills, as well as other skills essential to literacy development. Play is the central teaching tool, within a scaffolded learning environment that focuses on giving children the tools they need to develop higher mental functions. The program emphasizes that young children must build strong speaking and social skills and be able to exercise emotional and behavioral control before they can learn to read. The following resources have additional information about the approach:

- *Tools of the Mind: A Case Study of Implementing the Vygotskian Approach in American Early Childhood and Primary Classrooms* (2001), by Elena Bodrova and Deborah J. Leong, published by the International Bureau of Education, is available on the Web at [www.ibe.unesco.org/publications/Monograph/inno07.pdf](http://www.ibe.unesco.org/publications/Monograph/inno07.pdf).
- *Tools of the Mind: A Vygotskian Approach to Early Childhood Education* (1995), by Deborah J. Leong and Elena Bodrova, published by Prentice Hall, is the basic text that describes this approach.

### ■ **Waldorf Schools**

The Association of Waldorf Schools of North America

916-961-0927

World Wide Web: [www.awsna.org](http://www.awsna.org)

The concept of Waldorf education was developed by Rudolf Steiner in Europe in the 1920s. Today there are more than 500 Waldorf schools worldwide and more than 100 Waldorf schools in the United States. The aim of Waldorf education is to educate the whole child—head, heart, and hands. The curriculum is geared to the child’s stages of development and brings together all elements of development—intellectual, artistic, spiritual, and movement. The curriculum is designed for children from preschool through high school.

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## **FEDERALLY FUNDED PROJECT**

### ■ **What Works Clearinghouse**

866-992-9799

World Wide Web: [www.whatworks.ed.gov](http://www.whatworks.ed.gov)

What Works Clearinghouse was established by the U.S. Department of Education’s Institute of Education Sciences to provide educators, policy-makers, and the public with a central, independent, and trusted source of scientific evidence of what works in education. Its Early Childhood Interventions for Improving Preschool Children’s School Readiness Web page lists interventions for children age 3–5 that are intended to improve children’s readiness for school (e.g., cognitive development and early literacy). All reviewed programs have preschool curricula and training materials. The review will include research that assesses intervention effectiveness for children with disabilities and English-language learners.

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## NATIONAL ORGANIZATION

### ■ **Preschool Curriculum Evaluation Research (PCER)**

World Wide Web: <http://pcer.rti.org/>

The PCER Program is a 4-year scientific evaluation of the efficacy of currently available preschool curricula. The U.S. Department of Education's Institute of Education Sciences (IES) has funded seven grantees nationwide to implement and evaluate one or more preschool curricula. Each grantee will randomly assign children or classrooms to the experimental condition of the tested preschool curriculum or to a control condition using the existing classroom curriculum. Curricula that will be studied include Bright Beginnings, The Creative Curriculum, Doors to Discovery, Florida Early Literacy & Learning Model (ELLM), High/Scope, Ladders to Literacy, Let's Begin with the Letter People, Pre-K Mathematics, and the Project Approach. Additional information about grantee proposed studies is available on the Web at <http://pcer.rti.org/grantee.htm>.

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## ADDITIONAL FEDERALLY-FUNDED PUBLICATIONS

■ *Head Start Impact Study: First Year Findings* (2005), by the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, discusses difference in use of a curriculum in center-based child care and Head Start with 3-year-olds and 4-year-olds. It notes that more than three-fourths of children in Head Start classrooms were in classrooms using either The Creative Curriculum or High/Scope compared to about half of the children in other center-based classrooms. This resource is available on the Web at [www.acf.hhs.gov/programs/opre/hs/impact\\_study/reports/first\\_yr\\_finds/first\\_yr\\_finds.pdf](http://www.acf.hhs.gov/programs/opre/hs/impact_study/reports/first_yr_finds/first_yr_finds.pdf).

■ *Head Start: Curriculum Use and Individual Child Assessment in Cognitive and Language Development* (September 2003), by the U.S. General Accounting Office [now the U.S. General Accountability Office (GAO)], formally conveys information provided during briefings on May 15, 2003, and June 6, 2003, to staff of the House Committee on Education and the Workforce. It reports on the extent to which Head Start programs have made progress in meeting performance standards for cognitive and language development; the extent to which local Head Start programs' use of curricula has changed since the performance standards for children's cognitive and language development were issued; and the extent to which local Head Start programs have used teacher mentoring and individual child assessments to support curriculum planning. Two specific curricula discussed are Creative Curriculum and High/Scope. The report GAO-03-1049 is available on the Web at [www.gao.gov/new.items/d031049.pdf](http://www.gao.gov/new.items/d031049.pdf).

■ *The Catalog of School Reform Models: First Edition* (June 2004), developed by the Northwest Regional Educational Laboratory in collaboration with the National Clearinghouse for Comprehensive School Reform at the request of the U.S. Department of Education, contains descriptions of 67 models, including 33 entire-school reform models and 34 skill- and content-based models (covering reading, math, science, and other developmental areas). Criteria for selecting models included evidence of effectiveness in improving student academic achievement, extent of replication, implementation assistance provided to schools, and comprehensiveness.

This resource and additional information are available on the Web at [www.nwrel.org/scpd/catalog/index.shtml](http://www.nwrel.org/scpd/catalog/index.shtml).

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## ADDITIONAL PUBLICATIONS

■ *Policy Brief - Preschool Curriculum Decision-Making: Dimensions to Consider* (March 2007), *NIEER Policy Brief Issue 12*, by Ellen Frede and Debra J. Ackerman, provides a framework for decision-makers to use in evaluating which curriculum might be most appropriate for their specific preschool program. This resource is available on the Web at <http://nieer.org/resources/policybriefs/12.pdf>.

■ *Effective Preschool Curriculums and Teaching Strategies* (September 2006), a *Pathways to Early School Success Issue Brief No. 2*, by Lisa Klein and Jane Knitzer, published by the National Center for Children in Poverty, explores lessons from research and practice about the role of intentional curriculum and professional development and supports for teachers in closing the achievement gap in early literacy and math for preschool-age children from low-income families. The aim is to help policy-makers and administrators integrate this emerging knowledge more rapidly into their decisions to support teachers. This resource is available on the Web at [www.nccp.org/pub\\_pes06b.html](http://www.nccp.org/pub_pes06b.html).

■ *Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8; Position Statement with Expanded Resources* (November 2003) is based on the 2003 Joint Position Statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education. It includes the statement of position; recommendations; and indicators of effectiveness of the position statement. It also provides an overview of relevant trends and issues; guiding principles and values; a rationale for each recommendation; frequently asked questions; and developmental charts for curriculum, assessment, and evaluation. This resource is available on the Web at [www.naeyc.org/about/positions/pdf/CAPEexpand.pdf](http://www.naeyc.org/about/positions/pdf/CAPEexpand.pdf).

■ *Adapting Curriculum and Instruction in Inclusive Early Childhood Classrooms* (revised 2004), by Alice Frazier Cross and Susan D. Dixon, published by the Early Childhood Center, Indiana Institute on Disability and Community, Indiana University at Bloomington, provides a specific process and nine types of adaptations for modifying teaching methods for individual children and for specific settings, and provides a conceptual planning model for developing adaptations appropriate for all young children, including those with identified disabilities, those who are at risk, and those who could benefit from enriched curricular options. Additional information is available from the Early Childhood Center by calling 812-855-6508 or visiting the Web at [www.iidc.indiana.edu/ecc/products\\_curriculum.htm](http://www.iidc.indiana.edu/ecc/products_curriculum.htm).

■ *The Early Childhood Education Curriculum Debate: Direct Instruction vs. Child-Initiated Learning* (June 2004), by Ron Banks, distributed by the Clearinghouse on Early Education and Parenting, provides frequently requested information on the differences between the two curriculum approaches, research on the advantages and disadvantages of each, and

conclusions. This resource is available on the Web at <http://ceep.crc.uiuc.edu/poptopics/preschoolcurr.html>.

■ “Three Approaches from Europe: Waldorf, Montessori, and Reggio Emilia” (Spring 2002), in *Early Childhood Research & Practice* Vol. 4, No. 1, by Carolyn Pope Edwards, provides a brief comparative introduction of the Waldorf, Montessori, and Reggio Emilia approaches to early childhood education and highlights several key areas of similarity and contrast. In each approach, children are viewed as active authors of their own development and are strongly influenced by natural, dynamic, self-righting forces within themselves, which opens the way toward growth and learning. Underlying the three approaches are variant views of the nature of young children’s needs, interests, and modes of learning that lead to differences in the ways that teachers interact with children in the classroom, frame and structure learning experiences for children, and observe/document children’s progress. This resource is available on the Web at <http://ecrp.uiuc.edu/v4n1/edwards.html>.

■ “The Role of Curriculum Models in Early Childhood Education” (August 2000), an *ERIC/EECE Digest*, by Stacie G. Goffin, examines the history and types of early childhood curriculum models and comparative evaluations. This resource is available on the Web at <http://ceep.crc.uiuc.edu/eearchive/digests/2000/goffin00.html>.

■ *Reaching Potentials: Transforming Early Childhood Curriculum and Assessment—Volume 2* (1995), eds. Sue Bredekamp and Teresa Rosegrant, discusses the national standards developed in math, science, health, visual arts, music, social studies, physical education, and language/literacy. *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children—Volume 1* (1992), eds. Sue Bredekamp and Teresa Rosegrant, has information about engaging children actively in the learning process, providing multiple developmentally appropriate learning experiences, and encouraging children to pursue their own interests in the context of life in the community and the world. Additional information these publications is available on the Web at [http://sales.naeyc.org/Itemdetail.aspx?Stock\\_No=229&Category](http://sales.naeyc.org/Itemdetail.aspx?Stock_No=229&Category).

## ADDITIONAL INFORMATION

■ “Curricula to Foster Social and Emotional Competence in Young Children” (updated June 2006), by the National Child Care Information Center, includes information on selected curricula that are research based and have been shown to be effective in reducing challenging behaviors of students in preschool settings. This resource is available by calling NCCIC at 800-616-2242 or emailing [info@nccic.org](mailto:info@nccic.org).

The National Child Care Information Center, a service of the Child Care Bureau, does not endorse any organization, publication, or resource. For more information, please contact NCCIC: 10530 Rosehaven Street, Suite 400, Fairfax, Virginia 22030; Ph: 800-616-2242; Fax: 800-716-2242; TTY: 800-516-2242; Email: [info@nccic.org](mailto:info@nccic.org); Web site: <http://nccic.acf.hhs.gov>.