

Approaches to Learning Resources¹

Evidence Sources	<p>Crisis in the Kindergarten: Why Children Need to Play in School (5-6) http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten_report.pdf <i>This 2009 publication from Alliance for Childhood highlights evidence of changes in the amount of child-initiated play that occurs in kindergarten classrooms and offers both data and arguments for the importance of restoring that kind of activity.</i></p> <p>The Impact of Pretend Play on Children’s Development: A Review of the Evidence http://www.faculty.virginia.edu/ASLillard/PDFs/Lillard%20et%20al%20(2012).pdf <i>The authors define pretend play and review three theoretical positions on whether and how it affects development generally, including a domain by domain analysis. Then they consider one position more deeply and address the implications of their findings for educational settings.</i></p> <p>Moving Beyond Screen Time: Redefining Developmentally Appropriate Technology Use in Early Childhood (0-5) Education http://www.rand.org/content/dam/rand/pubs/research_reports/RR600/RR673z2/RAND_RR673z2.pdf <i>This 2014 policy brief from the RAND Corporation challenges the traditional emphasis on screen time when discussing the use of technology in early childhood education. The authors argue that a more comprehensive definition of what constitutes developmentally appropriate technology use for young children should take into account the following six considerations: 1) Is it purposefully integrated to support learning? 2) Is the use solitary or taking place with others? 3) Is the activity sedentary or mobile? 4) What are the content and features of the media? 5) Are the device’s features age-appropriate? 6) What is the total screen time involved?</i></p> <p>The Power of Play: A Pediatric Role in Enhancing Development in Young Children (0-9) http://pediatrics.aappublications.org/content/early/2018/08/16/peds.2018-2058 <i>Don’t miss this rich August 2018 resource from the American Academy of Pediatrics. In addition to providing a thoroughly documented overview of the nature and types of play, the report unpacks the effects of play on brain structure and functioning, benefits for children, benefits for adults, and implications for learning and development. Challenges and barriers to play, including media, are also chronicled. While the recommendations offered are targeted to pediatricians, many of them apply to messages that would be appropriate for early childhood professionals to consider.</i></p> <p>Screen Sense: Setting the Record Straight—Research-Based Guidelines for Screen Use for Children Under 3 (0-3) https://www.zerotothree.org/resources/series/screen-sense-setting-the-record-straight <i>This resource from ZERO TO THREE reviews what is known about the effect of screen media on young children’s learning and development from birth to 3, and provides guidelines for screen use based on the evidence.</i></p> <p>Technology and Interactive Media as Tools in Early Childhood Programs Serving Children (0-8) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_WEB.pdf <i>This joint position statement from the National Association for the Education of Young Children and the Fred Rogers Center is intended primarily to provide guidance to those working in early childhood education programs serving children from birth through age 8. Although not developed as a guide for families in the selection and use of technology and interactive media in their homes, the information here may be helpful to inform such decisions.</i></p> <p>Zero to Eight: Children’s Media Use in America 2013 (0-8) https://www.common sense media.org/research/zero-to-eight-childrens-media-use-in-america-2013 (full report) https://www.common sense media.org/zero-to-eight-2013-infographic (infographic of results) <i>This report is based on the results of a large-scale, nationally representative survey to document children’s media environments and behaviors. To obtain these results, parents of children ages 0 to 8 in the U.S. were surveyed and asked about media ranging from books/reading and music to mobile interactive media like smartphones and tablets.</i></p>
Print	<p>Assessing and Scaffolding Make-Believe Play (3-5) https://www.researchgate.net/publication/292513144_Assessing_and_scaffolding_make-believe_play <i>This thoughtful article takes an evidence-based approach to observing, understanding, and facilitating play.</i></p>

¹ This collection was compiled and annotated by [Camille Catlett](#) for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of January 2020. **Highlighting indicates resources that are available in English and Spanish.**

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Developing Multiple Intelligences in Young Learners (3-9)

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=251

This article describes and shares examples of multiple intelligences.

Facing the Screen Dilemma: Young Children, Technology and Early Education (0-5)

<http://www.commercialfreechildhood.org/sites/default/files/facingthescreendilemma.pdf>

This guide is designed to help professionals and families to make informed decisions about whether, why, how, and when to use screen technologies with young children. It provides an overview of the research on screen time and young children.

Getting Early Childhood Educators Up and Running: Creating Strong Technology Curators, Facilitators, Guides and Users http://www.rand.org/content/dam/rand/pubs/research_reports/RR600/RR673z4/RAND_RR673z4.pdf (0-8)

This policy brief describes both the barriers providers face and the efforts that might be helpful in creating confident, knowledgeable providers who can ensure the appropriate and productive use of technology among young children.

The Importance of Play in Early Childhood Development

<http://msuextension.org/publications/HomeHealthandFamily/MT201003HR.pdf>

This "self-learning resource" provides an overview of types of play and why play is essential for a child's development and for learning life skills. While the information in this publication is specifically for family members, the information applies to other adults and providers who have opportunities to affect the play of children.

The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds

<http://pediatrics.aappublications.org/content/119/1/182.full> (0-9)

In this article, the authors describe the benefits of play and discuss factors that have reduced play for children and its implications. It also suggests ways in which advocates can promote play for children. It suggests ways that pediatricians can work with families and other child professionals to promote a better developmental environment for all children.

Inspired by Reggio Emilia: Emergent Curriculum in Relationship-Driven Learning Environments (3-5)

https://www.researchgate.net/publication/318306704_Inspired_by_Reggio_Emilia_Emergent_curriculum_in_relationship-driven_learning_environments

The article provides a very brief overview of how to use Reggio-inspired approaches to foster children's learning from environments and interactions.

Making and Taking Virtual Field Trips in Pre-K and the Primary Grades (3-9)

<https://pdfs.semanticscholar.org/91d0/7b4f511d67444c8875ac61ffdd0b739b4d8e.pdf>

A virtual field trip (VFT) is a technology-based experience that allows children to take an educational journey without leaving the classroom. Author Dennis Kirchen highlights options for two kinds of virtual field trips: predeveloped VFTs, which may be accessed on the Internet, and teacher-created VFTs.

Nurturing Discussion in Preschool (3-5) <http://www.ascd.org/ascd-express/vol12/1210-kenyon.aspx>

How can early childhood educators scale critical thinking lessons for the very young? In a preschool classroom, children use play to develop the three critical-thinking skills inherent in good discussions: listening, thinking and responding. Get ideas from this article for games, verbal and visual cues, and metacognitive strategies to help.

Play and Cultural Context <http://www.child-encyclopedia.com/pages/PDF/Gosso-CarvalhoANGxp1.pdf> (3-9)

Using an ethnographic and observational approach, this publication looks at culture in the play of young children, including the main factors affecting the frequency, duration and the nature of play activities, gender differences, and other cultural conceptions and practices that impact time, space, materials and play partners.

Playing with Blocks Gives Children Two Boosts Before Kindergarten (3-5)

<https://www.futurity.org/blocks-mathematics-executive-functioning-1785782/>

Semi-structured block play among preschool-age children has the potential to improve two skills critical to kindergarten readiness, according a new study: math and executive functioning. This article reveals the supports that adults provided for block play that yielded these results.

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Positioning Young Black Boys for Educational Success <http://www.ets.org/Media/Research/pdf/PIC-PNV19n3.pdf>
Prager's 2011 article discusses the reasons behind the achievement gap for young black males as well as how this gap can be closed in terms of educational policies and practices.

Reading the Intentionality of Young Children (article with clips) <http://ecrp.uiuc.edu/v12n1/forman.html> (0-5)
Through six video clips and accompanying commentary, the author argues that by carefully observing how very young children play, adults can gain insight into their high-level thinking and their knowledge, as well as the implications that their strategies hold for their assumptions, theories, and expectations. Suggestions for video documentation are included.

The Roots of STEM Success: Changing Early Learning Experiences to Build Lifelong Thinking Skills (0-9)
http://centerforchildhoodcreativity.org/wp-content/uploads/sites/2/2018/02/CCC_The_Roots_of_STEM_Early_Learning.pdf
This 2018 report from The Center for Childhood Creativity reviewed more than 150 studies and found that young children are capable of developing complex thinking skills before they are able to speak. The report is organized by six research-backed findings, one of which is that children need more play to become strong STEM thinkers (pages 12-16). Practical tips in each section make this a useful resource for families and professionals.

Seven Key Principles of Self-Regulation and Self-Regulation in Context (3-9)
<http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/Seven%20Key%20Principles%20of%20Self-Regulation%20and%20Self%20Regulation%20in%20Context.pdf>
This brief provides a framework for understanding self-regulation and its development in an ecological-biological development context. The principles underscore the components of self-regulation that enable children to manage thoughts and feelings to engage in goal-directed actions such as organizing behavior, controlling impulses, and solving problems constructively.

Using Tablet Computers with Toddlers and Young Preschoolers (2-5)
<http://sites.gsu.edu/bestpractices/files/2014/08/Using-Tablet-Computers-with-Toddlers-and-Young-Preschoolers-12aq5gs.pdf>
This article highlights examples that model the guidance provided in the NAEYC position statement.

Wondering with Children: The Importance of Observation in Early Education
<http://ecrp.uiuc.edu/v7n2/forman.html>
(0-5) *This paper discusses how teachers gain insight into children's way of thinking through observations. Video clips are included to support their points. It also provides a summary of how the observations can be utilized to enhance our understanding of the child's thinking.*

Audiovisual Sources

AT in Action Videos <https://www.youtube.com/user/CTDinstitute> (0-9)
Each of the videos in this series illustrates ways in which assistive technology can engage learners of diverse abilities. Note that the series covers a broad age range, so not all clips show young children.

Multiple Intelligences <https://www.youtube.com/watch?v=kBbmerzR2JI&list=PL8BE7D9C5837AEBCE> (0-9)
This short iMovie project gives a general overview of Howard Gardner's theory of Multiple Intelligences.

The Myth of Average (adult) <https://www.youtube.com/watch?v=4eBmyttcfU4>
Before you look at the other resources, watch this TED Talk by Todd Rose. It may reshape your thinking about how to support an "average" learner and launch you on the path of using flexible and universal instructional options.

New Ways to Teach Children About Perseverance (0-2)
<https://www.childtrends.org/videos/how-parents-can-teach-perseverance/>
One way to teach children perseverance: Let them see that it's okay to struggle. Developmental psychologists at MIT have found that babies who watched adults struggle to complete tasks were more likely to show perseverance when faced with a new task themselves later in life. Babies who watched researchers struggle to detach a toy from a carabiner or retrieve a toy from a container were more likely to keep pushing a button on a toy that didn't work during later stages of the experiment. Meanwhile, babies who watched researchers effortlessly complete tasks early on pushed the button less frequently. [Visit this site to read or watch a video about this topic in English or Spanish.](#)

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Audiovisual Sources

The Power of Play (0-6) <http://www.bostonchildrensmuseum.org/power-of-play>

For a child, play is the vehicle for exploring and learning, developing new skills, and connecting with others. To see videos that demonstrate how play connects to other forms of learning and development (e.g., play and social-emotional development, play and health), check out this site.

The Surprisingly Logical Minds of Babies (0-2)

http://www.ted.com/talks/laura_schulz_the_surprisingly_logical_minds_of_babies

How do babies learn so much from so little so quickly? In a fun, experiment-filled talk, cognitive scientist Laura Schulz shows how our young ones make decisions with a surprisingly strong sense of logic, well before they can talk.

Teaching Channel Videos (7-9)

https://www.teachingchannel.org/videos?page=1&categories=subjects_the-arts,subjects_math,subjects_science&load=1

The Teaching Channel website has 150+ video clips organized by grade, many of which build capability in multiple domains (e.g., Creating a Culture of Collaborative Learning)

What Do Babies Think? (0-2)

http://www.ted.com/playlists/289/the_genius_of_babies?utm_source=facebook.com&utm_medium=social&utm_campaign=tedsread

"Babies and young children are like the R&D division of the human species," says psychologist Alison Gopnik. Her research, shared in this video, explores the sophisticated intelligence-gathering and decision-making that babies are really doing when they play.

What We Learn Before We're Born (0-9)

http://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born

Pop quiz: When does learning begin? Answer: Before we are born. Science writer Annie Murphy Paul talks through new research that shows how much we learn in the womb — from the lilt of our native language to our soon-to-be-favorite foods.

Online Sources

10 of the Very Best Online Resources for Early Childhood Teachers (0-9)

<http://www.weareteachers.com/blogs/post/2016/01/14/10-of-the-very-best-online-resources-for-early-childhood-teachers> *This site offers a wealth of ideas, practices, tools, and strategies.*

Approaches to Learning Resources (0-5)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/approaches-learning>

This website offers teaching practices, ideas for individualizing, videos, and more in four areas of this topic: perception, gross motor skills, fine motor skills, health/safety/nutrition. Specific strategies are offered for infants/toddlers and for preschoolers under each heading.

Curiosity Is Key to Early Childhood Success in Math and Reading (0-6)

<https://www.springer.com/gp/about-springer/media/research-news/all-english-research-news/curiosity-is-key-to-early-childhood-success-in-math-and-reading/15715940>

Curious children are better able to grasp basic math and reading, according to a group of researchers from the University of Michigan. The study described is the first to investigate a possible link between curiosity and early academic success among young children. In addition, the researchers found that for children from poorer communities, curiosity is even more important for higher academic achievement than for children from more well-off backgrounds.

Growing Gardeners <http://www.growinggardeners.net/garden-based-curriculum-1st-5th/> (3-9)

This website highlights all the content that may be effectively taught through the metaphor of the garden and food preparation. Examples of lesson plans are provided from preK through Grade 5.

Learning Celebrations are Authentic Assessments of Student Understanding (5-9)

http://education.jhu.edu/PD/newhorizons/strategies/topics/Assessment%20Alternatives/meyer_glock.htm

This web article highlights the importance of using the multiple intelligences of children to inform how we assess their growth and learning.

More Than Fun and Games: Digital Technologies and Children's Learning (3-5)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/development/teacher-time-webinars.html#>

The National Center for Quality Teaching and Learning hosted regularly-scheduled webinars with resources for teachers. To view the webinar video recording and access the handouts from this webinar, go to the URL listed above and scroll down to the 11/14/14 "More Than Fun and Games" entry.

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Online Sources

The Project Approach (3-9) <http://projectapproach.org/>

This website offers lots of resources related to using the project approach, including a study guide with lots of examples.

Teach Preschool <http://www.teachpreschool.org/> (3-5)

This website offers dozens of low-cost and engaging examples of approaches to learning that cross domains and child interests. Author Debra Stewart's ideas are developmentally on target, engaging and clever. They illustrate play-based ways to weave in academic concepts. Check out Ten Tips for Time (<http://www.teachpreschool.org/2013/03/ten-tips-for-circletime/>) where she talks about how circle time isn't just a sit and listen time. It's a move and learn time.

Untangling the Terms and Skills Related to Executive Function and Self-Regulation in Early Childhood (3-6)
<https://www.acf.hhs.gov/opre/resource/untangling-the-terms-and-skills-related-to-executive-function-and-self-regulation-in-early-childhood>

This report maps out the similarities and differences among various executive function and other regulation-related skills for children ages three to six and discusses the implications for research, policy, and practice.