



The National Center on
Quality Teaching and Learning

Helpful Resources Zoning



Casey, A.M., & McWilliam, R.A. (2007). The STARE: The scale for teachers' assessment of routines engagement. *Young Exceptional Children*, 11(2), 2-15. doi: 10.1177/109625060701100101

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, instructions about how to implement the STARE as well as information about how to use 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 day-care center for 3-5-year-olds and 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.

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.

