

This is the correct version of the table that appeared on p. 86 of the July 2003 issue of *Young Children* in the article “One Head Start Classroom’s Experience: Computers and Young Children’s Development” by Melissa Anne Fischer and Catherine Wilson Gillespie.

### Supporting Best Practices in the Preschool Classroom Computer Center

Question	Preferred answer
Is your classroom computer accessible to <i>all</i> children?	Yes. No one should be denied use of the computer because of a disability.
Is your computer center a safe place for children to learn?	Yes. Children cannot trip over electrical cords or hurt themselves or the computers.
Are multiple child-size chairs available for the children at the computer center?	Yes. This encourages cooperative learning, language, and social development.
Is the computer monitor placed at child’s eye level?	Yes. Children do not have to strain their necks to see the screen.
Are children allowed to use the computer independently?	Yes. Adults facilitate learning experiences, but with the help of rules and adaptive input devices, children can be independent.
Do children use a sign-up book to manage turn taking?	Yes. Children facilitate their own turn taking.
Is a timer used at your computer center to manage turns?	No. Children need time to create and accomplish tasks on the computer.
Are props (toys, games, books) related to the software provided at or near the computer center?	Yes. This helps extend activities and can provide opportunities to explore math and science concepts.
Are classroom CD-ROMs easy for children to access?	Yes. Children can make their own choices.
Do you use KidDesk (Family Edition and/or Internet Safe) as a desktop management program?	Yes. This software protects the hard drive. It allows children to safely and independently navigate through programs.

Source: Reprinted, by permission, from The Center for Best Practices in Early Childhood, *Your Preschool Classroom Computer Center: How Does It Measure Up?* (Macomb, IL: Center for Best Practices in Early Childhood, Western Illinois University, 2001).