

# What Works Clearinghouse



## Additional program information<sup>1</sup>

### Developer and contact

*Building Blocks for Math* was developed by Drs. Douglas Clements and Julie Sarama and is available for preview by contacting the developers. Address: Graduate School of Education, University at Buffalo, The State University of New York, Buffalo, NY 14260. Email: [clements@buffalo.edu](mailto:clements@buffalo.edu) or [jsarama@buffalo.edu](mailto:jsarama@buffalo.edu). Web: <http://www.gse.buffalo.edu/org/buildingblocks/>. Telephone: (716) 645-2455 Ext. 1155. It is distributed by SRA/McGraw-Hill; contact Rick Rikhoff, Director of Marketing Services. Email: [rick\\_rikhoff@mcgraw-hill.com](mailto:rick_rikhoff@mcgraw-hill.com). Telephone: (614) 750-7264.

### Scope of use

A year after the curriculum was released in 2006, there were 23,000 children in 51 schools across the nation who purchased *Building Blocks for Math*. In several documented research projects, *Building Blocks for Math* has been implemented by additional preschool and childcare programs in New York (more than 100 classrooms), Massachusetts (more than 60 classrooms), and Nashville (more than 50 classrooms). These programs include children from low- and mixed-income families.

### Teaching

The *Building Blocks for Math* materials integrate three types of media: software, manipulatives (and everyday objects), and print materials (e.g., books). The materials are designed to be used in a variety of environments: home, day care, and classroom. *Building Blocks for Math* integrates computer activities (*DLM Express*) with other activities like teaching games and free-choice learning centers. The curriculum is structured around empirically based learning the learning cen

- 
5. The study also included a *Pre-K Mathematics* intervention group, which used *DLM Express* as an additional component. The study authors labeled the *Pre-K Mathematics* group as the “comparison group” and the *Building Blocks for Math* group as the “intervention group”; however, the WWC considers *Pre-K Mathematics* as a separate intervention (see the separate WWC Pre-K Mathematics intervention report). For the rating of effectiveness in this WWC intervention report, the WWC includes only the results comparing the *Building Blocks for Math* group to the business-as-usual comparison group; however, results for the comparison between the curricula are included in a separate section of this report and in Appendix A4.
  6. The Extent of Evidence Categorization was developed to tell readers how much evidence was used to determine the intervention rating, focusing on the number and size of studies. Additional factors associated with a related concept, external validity, such as the students’ demographics and the types of settings in which studies took place, are not taken into account for the categorization.
  7. The level of statistical significance was reported by the study authors or, where necessary, calculated by the WWC to correct for clustering within class-
-

Number section); however, the WWC was unable to confirm the statistical significance of this effect.

**Met WWC evidence standards**

8. The study did not use a comparison group.