

RESOURCES TO SUPPORT ENVIRONMENTS (PHYSICAL, SOCIAL, TEMPORAL, INCLUSIVE, & NATURAL) ¹	
EVIDENCE SOURCES	<p>AAP Diversity and Inclusion Statement http://pediatrics.aappublications.org/content/pediatrics/141/4/e20180193.full.pdf <i>In March 2018, the American Academy of Pediatrics (AAP) released this statement on diversity and inclusion to communicate its commitment to "promoting nurturing, inclusive environments" and to "actively opposing intolerance, bigotry, bias, and discrimination." The AAP plans to continue using policy, advocacy, and education that supports inclusivity and cultural effectiveness for all children and families, as well as foster a health care system and communities that honor diversity.</i></p> <p>ADA Accessibility Guidelines for Play Areas https://www.access-board.gov/guidelines-and-standards/buildings-and-sites/about-the-ada-standards/background/ada-accessibility-guidelines-for-play-areas <i>These are the final accessibility guidelines to serve as the basis for standards to be adopted by the Department of Justice for new construction and alterations of play areas covered by the Americans with Disabilities Act (ADA). The guidelines include scoping and technical provisions for ground level and elevated play components, accessible routes, ramps and transfer systems, ground surfaces, and soft contained play structures. The guidelines will ensure that newly constructed and altered play areas meet the requirements of the ADA and are readily accessible to and usable by individuals with disabilities.</i></p> <p>Dear Colleague Letter - Preschool Least Restrictive Environments (LRE) https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf <i>The Office of Special Education Programs (OSEP) released this letter in January 2017 to provide updated guidance and clarification on: Key Statutory and Regulatory Requirements, Preschool Placement Options, Reporting Educational Environments Data for Preschool Children with Disabilities, and Use of IDEA Part B Funds for Preschool Children with Disabilities. It reaffirms OSEP's position that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations.</i></p> <p>Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion <i>The position statement contains a definition of early childhood inclusion and provides recommendations for families and professionals for improving early childhood services and policies with regards to inclusion.</i></p> <p>Responding to Trauma through Policies that Create Supportive Learning Environments https://www.childtrends.org/wp-content/uploads/2019/01/RespondingTraumaPolicyGuidance_ChildTrends_January2019.pdf <i>This brief introduces a Trauma-Informed Policy Framework to Create Supportive Learning Environments to help state officials create supportive learning environments that meet the needs of students with a history of traumatic experiences and ensure that all students succeed in school. A supportive learning environment is a school that provides a safe and positive school culture and climate, and attends to the physical, mental, social, emotional, and academic needs of all students.</i></p> <p>Social and Environmental Factors Associated with Preschoolers' Non-Sedentary Physical Activity http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2648129/ <i>The two-fold purpose of this study was to (1) describe with direct observation data the physical activity behaviors and the accompanying social and environmental events of those behaviors for children in preschools and (2) determine which contextual conditions were predictors of moderate-to-vigorous physical activity (MVPA) and non-sedentary physical activity (i.e., light activity + MVPA) for 3-, 4-, and 5-year-old children during their outdoor play.</i></p>
	<p>Children's Right to Play and the Environment http://ipaworld.org/wp-content/uploads/2016/05/IPA-Play-Environment-Discussion-Paper.pdf <i>This discussion paper highlights the critical role of play to children's well-being, development and survival and reflects upon the impact of environmental conditions on the realization of the right to play in children's everyday lives.</i></p> <p>Creating Print Rich Learning Centers http://www.smartbeginningsse.org/wp-content/uploads/2016/03/creating_print_rich_centers.pdf <i>Authors Juli Pool and Deb Carter highlight ways teachers can provide print-rich preschool environments to encourage children with a range of literacy skills.</i></p>
PRINT SOURCES	

¹ This collection was compiled and annotated by **Camille Catlett** for SCRIPT-NC and Great Start for Higher Education projects. It is current as of July 2020. **Highlighting indicates resources that are available in English and Spanish.**

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PRINT SOURCES

Cultural Influences on Early Language and Literacy Teaching Practices

http://pottsfamilyfoundation.org/wp-content/uploads/2010/09/ZTT27-1_Parlakian1.pdf

This article presents five knowledge bases about the influence of culture on teachers and how it impacts their teaching practices. It also offers suggestions on how teachers can create more culturally sensitive learning environments for children from diverse backgrounds.

Enhancing Practice with Infants and Toddlers from Diverse Language and Cultural Backgrounds

https://www.njcite.org/wp-content/uploads/2012/12/Valeria_YC_Journal_article_2012.pdf

The authors share a story about a young toddler, whose home language is Mandarin, starting at a child care center in New Jersey. Staff and leadership have worked to prepare for her transition into the child care center by adopting developmentally appropriate strategies to help support the toddler's home language, culture and transition into the new settings. The authors provide concrete strategies for leadership and infant/toddler teachers in order to foster an environment where home language and culture are integrated to help build relationships with young children and their families.

How Can You Create a Learning Environment That Respects Diversity?

<http://www.adl.org/assets/pdf/education-outreach/How-Can-You-Create-a-Learning-Environment-That-Respects-Diversity.pdf>

This short article discusses how early childhood educators can create learning environments that are inclusive and respect diversity through the use of anti-bias materials, images, and language. A list of guiding questions is offered at the end of the article to help educators assess if their program provides an inclusive, bias-free environment.

Infants and Toddlers Meet the Natural World

<http://va.gapitc.org/wp-content/uploads/2012/11/2-BTJNatureMcHenry.pdf> Through this article you'll learn

about ways to help children observe, listen, feel, taste, and take apart while exploring everything in their environment. They describe how teachers can cultivate nature investigations with very young children by offering infants natural objects they can explore and investigate.

Inventory of Practices for Promoting Children's Social Emotional Competence

<http://csefel.vanderbilt.edu/modules/module1/handout4.pdf>

This tool is designed to be used by individuals and/or teams to identify areas in which to focus to support the social-emotional development of one child or a group of children. It is broken into areas: (a) building positive relationships, (b) creating supportive environments, (c) social emotional teaching strategies, and (d) individualized intensive interventions.

Positive Early Math Experiences for African American Boys: Nurturing the Next Generation of STEM Majors

<https://www.naeyc.org/resources/pubs/yc/may2018/positive-early-math-af-am-boys>

This article argues that creating engaging early math-learning opportunities is critical, especially for African American boys, and recommends choosing materials and designing environments to optimize early math learning.

Supporting Language: Culturally Rich Dramatic Play

<https://www.naeyc.org/resources/pubs/tyc/dec2018/supporting-language-culturally-rich-dramatic-play>

This article provides ideas for planning language-rich environments that help dual language learners (in this case, emergent Spanish/English bilinguals) develop communication skills.

Supporting Outdoor Play and Exploration for Infants and Toddlers

<https://eclkc.ohs.acf.hhs.gov/learning-environments/supporting-outdoor-play-exploration-infants-toddlers/supporting-outdoor-play-exploration-infants-toddlers>

This technical assistance paper explores the benefits of outdoor time for infants and toddlers and provides suggestions for creating outdoor play spaces, safety considerations, and strategies and policies that support this important part of quality infant-toddler programming.

Tate and the Pink Coat: Exploring Gender and Enacting Anti-Bias Principles

<https://www.naeyc.org/resources/pubs/yc/mar2019/exploring-gender-enacting-anti-bias>

Children's emotional safety may be compromised when adults or peers express disapproval of young children for supposedly incorrect gender expressions. In this article, the authors argue that by working to create inclusive classroom environments and thus modeling acceptance of gender exploration in the early childhood classroom, educators allow children the freedom to be their most authentic selves, regardless of how they come to identify themselves as adults.

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PRINT SOURCES	<p>Understanding Literacy Practices in Culturally and Linguistically Diverse Children’s Homes http://jhepp.library.jhu.edu/ojs/index.php/newhorizons/article/view/51 <i>Differences in home literacy environments influence the development of children’s listening, speaking, reading, and writing. This article explores some of those differences, along with strategies for addressing the discontinuity that may occur between home and classroom teaching approaches.</i></p> <p>Using Environmental Strategies to Promote Positive Social Interactions http://csefel.vanderbilt.edu/briefs/wwb6.pdf <i>This brief highlights evidence-based practices that early childhood educators and other caregivers can use to adapt environments so they encourage positive social interactions between children.</i></p> <p>Young Children Develop in an Environment of Relationships: Working Paper No. 1 http://developingchild.harvard.edu/wp-content/uploads/2004/04/Young-Children-Develop-in-an-Environment-of-Relationships.pdf <i>This 2009 paper from the Center on the Developing Child at Harvard University provides a thoroughly documented overview of the many ways in which healthy development depends on the quality and reliability of a young child’s relationships with the important people in his or her life, both within and outside the family.</i></p>
	<p>Early Childhood Environments: Designing Effective Classrooms https://iris.peabody.vanderbilt.edu/module/env/#content <i>This multi-media module offers information on how to set up effective inclusive early childhood classroom environments for young children. It also provides details about the interrelated physical, social, and temporal components of those environments, as well as adaptations to help teachers meet the needs of children with disabilities (est. completion time: 1 hour).</i></p> <p>Environments That Support High Quality Inclusion https://eclkc.ohs.acf.hhs.gov/video/environments-support-high-quality-inclusion <i>This webinar focuses on modifications and accommodations to the environment that support children with disabilities or suspected delays. Learn how to adapt the physical environment (e.g., space, equipment, and materials), social environment (e.g., interactions with peers, siblings, adults, and family), and the temporal environment (e.g., the sequence and length of routines and activities).</i></p> <p>InBrief: The Impact of Early Adversity on Child Development https://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development-video/ <i>This video outlines, in English and Spanish, basic concepts from the research on the biology of stress, which show that major adversity can weaken developing brain architecture and permanently set the body’s stress response system on high alert. Science also shows that providing stable, responsive environments for children in the earliest years of life can prevent or reverse these conditions, with lifelong consequences for learning, behavior, and health. A companion brief with references is also available in English and Spanish.</i></p> <p>Inclusion Means Everyone https://www.youtube.com/watch?v=rEr-0vuC1gM <i>Here’s a brief video that shows what quality inclusion looks like for each child in home, school, and community settings.</i></p> <p>Infant Nutrition in the Child Care Setting http://www.youtube.com/watch?v=55P4L3JlrJo <i>This video clip offers suggestions on infant nutrition in positive feeding environments in child care settings that align with that of the home environment and that are appropriate to their development.</i></p> <p>Literacy Rich Environments https://www.youtube.com/watch?v=E3UWyDVcAE4 <i>This Early Literacy Quick Clip highlights the importance of children seeing print in their everyday environments.</i></p> <p>Making Room for Literacy http://www.earlyliteracylearning.org/make_room_for_lit.php <i>This video clip discusses ways of creating a home environment that is rich in early literacy learning experiences through the use of various materials and resources found in the home.</i></p> <p>Nature-Based Learning and Development: Let’s Go Play (And Learn) Outside https://eclkc.ohs.acf.hhs.gov/learning-environments/article/nature-based-learning-development <i>This section of the Early Childhood Learning and Knowledge Center website features articles, downloadable videos, and other resources for teachers and administrators.</i></p>
AUDIOVISUAL SOURCES	

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AUDIOVISUAL SOURCES	<p>Program Environments: Responsive Programming for Migrant Families https://eclkc.ohs.acf.hhs.gov/video/program-environments-responsive-programming-migrant-families <i>Watch this video for promising practices from a Head Start program for migrant families in San Luis Obispo, CA. It illustrates ways to foster strong relationships and partnerships between families and staff based on evidence that effective partnerships support parent-child connections, family well-being, and goal-setting.</i></p> <p>Shane’s Inspiration: Where I Feel Like Me http://www.youtube.com/watch?v=yUDKtK6Gfls <i>This video tells the story of the international non-profit Shane's Inspiration, based in Los Angeles, whose mission is to foster a bias-free world for children with disabilities through inclusive playgrounds and programs. Shane's Inspiration partners with communities to design and build fully-inclusive play environments and offers inclusive playground programming for schools and recreation departments.</i></p> <p>Supporting Oral Language Development in a Language-Rich Environment https://www.youtube.com/watch?v=IRw9tSQRpQU <i>Oral language is the foundation for learning to read and write, and is critical for supporting the development of children’s early literacy skills. This video introduces some of the rule systems of language that children need to master to develop strong oral language skills, and stresses the important role that preschool teachers play in modeling language and providing a language-rich environment in the classroom.</i></p> <p>Teaching Young Dual Language Learners: A New Look at Planning the Environment https://pdg.grads360.org/#communities/pdc/documents/13314 <i>In this January 2017 webinar Karen Nemeth, engages classroom teachers, program administrators, policymakers, and teacher preparation program faculty in building their understanding about planning and implementing high quality learning environments for dual language learners. Participants examine what’s on their bookshelves, in their displays, and throughout the room to support dual language learners and, using the new US DOE/DHHS DLL Toolkit, discuss how to plan and choose materials for a culturally and linguistically responsive environment and how to use those materials effectively.</i></p>
	<p>Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Preschool Training Modules http://csefel.vanderbilt.edu/resources/training_preschool.html <i>These modules focus on promoting the social and emotional competence of young children. Topics include how to build relationships and create supportive environments, social-emotional teaching strategies, individualized intensive interventions, and leadership strategies. Materials include PowerPoints, handouts, video clips, and a trainer’s guide.</i></p> <p>Checklist: Creating An Anti-Bias Learning Environment Checklist https://www.adl.org/media/2182/download <i>Any family member, educator, specialist, or administrator could use this tool to identify strengths and areas for improvement.</i></p> <p>DEC Recommended Practices Module 3: Environment https://rpm.fpg.unc.edu/module-3-environment <i>This online module focuses on the components of a child’s natural and inclusive environment and why attending to the environment is crucial for children with disabilities. The content focuses on recognizing physical, temporal, and social components of environment, identifying when modifications should be made to make an environment more inclusive, and making modifications. The module includes content, videos, simulations, and additional resources for instructors.</i></p> <p>Early Intervention Services in Natural Environments http://ectacenter.org/topics/eiservices/eiservices.asp <i>This page contains links to documents outlining key principles and practices when providing high quality EI services in natural environments. Other resources include approaches for service delivery, position statements, a list of state resources, laws on natural environment, and guidance regarding services in natural environments.</i></p> <p>Environment https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/environment <i>Resources in this collection reflect practices that are aligned with support effective, engaging, and accessible environments, including equipment, materials, supplies, and physical spaces. Environments also include developmentally appropriate schedules, lesson plans, and experiences that practitioners and families can alter to make necessary accommodations to support all children, especially those at risk for or diagnosed with disabilities. The practices are aligned with the Head Start Early Learning Outcomes Framework (ELOF) in the following domains: Approaches to Learning; Social and Emotional Development; and Perceptual, Motor, and Physical Development. Learn more about recommended practices related to environment from the Division for Early Childhood (DEC).</i></p>

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ONLINE SOURCES	<p>Environment Checklists http://ectacenter.org/decrp/topic-environment.asp <i>Five checklists are available to support practitioners and families to learn about and incorporate recommended environmental practices.</i></p> <ul style="list-style-type: none"> • Natural Environments Learning Opportunities Checklist includes the types of environmental arrangement and adult (parent or practitioner) practices that can be used to engage children in everyday activities to encourage and sustain child learning while engaged in the activities. • Environment Arrangements Checklist includes practices for encouraging child physical activity using environmental arrangements and active child play opportunities as part of everyday learning. • Child Physical Activity Checklist includes practices for encouraging child physical activity and active child play opportunities as part of everyday learning. • Environmental Adaptations Checklist includes procedures for determining the types of environmental adaptations (physical, social, temporal, etc.) that can be used to promote child participation in learning activities to enhance child competence. • Assistive Technology Checklist includes procedures for identifying and using assistive technology (AT) to promote child participation in learning activities to enhance child competence. <p><i>Each checklist is downloadable for use as a self-assessment tool or to plan for effective ways to use environmental practices.</i></p> <p>Environment Practice Guides for Practitioners http://ectacenter.org/decrp/topic-environment.asp <i>Each practice guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Practice Guides for Practitioners are available in web and mobile device formats.</i></p> <p>Environment Practice Guides for Families http://ectacenter.org/decrp/topic-environment.asp <i>Each practice guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Practice Guides for Families are available in web and mobile device formats.</i></p> <p>IFSP Process: Planning and Implementing Family-Centered Services in Natural Environments http://ectacenter.org/topics/ifsp/ifspprocess.asp <i>This site gives an overview of the IFSP process and contains links to various resources about developing quality IFSPs.</i></p> <p>Inclusion in Least Restrictive Environments http://www.ectacenter.org/topics/inclusion/default.asp <i>This is a collection of resources on inclusion, ranging from laws and policies to evidence-based practices.</i></p> <p>National Early Childhood Inclusion Indicators Initiative https://ectacenter.org/topics/inclusion/indicators.asp <i>A national initiative with partners across early care and education is working to develop indicators that address inclusive policies and practices at the state, local program leadership and early care and education environments level. The indicators will support state and local program leaders to examine and implement strategies that strengthen their capacity to provide high quality inclusive options in their communities. The goal of the initiative is to improve and increase inclusive opportunities for young children with disabilities and their families, through system and practice refinements. Draft indicators are available at state, community, local program, and early care and education environment levels.</i></p> <p>Quality Inclusive Practices Checklist http://www.heartland.edu/documents/heip/faculty/QualityInclusivePracticesChecklistVersion4.pdf <i>While lengthy, this downloadable tool can be used in sections or entirety to examine program practices and target opportunities to enhance access, participation, and [systemic] supports.</i></p> <p>Quality Indicators of Inclusive Early Childhood Programs/Practices: A Compilation of Selected Resource https://ectacenter.org/~pdfs/pubs/qualityindicatorsinclusion.pdf <i>This September 2010 compilation features resources in five categories: 1) quality inclusion practice considerations - general strategies to enhance the quality of inclusion experiences for children and families; 2) classroom observation rating tools to assess and rate quality practices within settings; 3) individual child-focused considerations - an inventory of quality indicators that are child-focused or intended to be used with individual children; 4) collaborative inclusion practices - examples of self-assessment tools for the appraisal of collaboration within a community; and 5) Quality Rating and Improvement Systems (QRIS) - information on systems that are designed to rate the quality of child care settings and includes standards related to the inclusion of children with special needs.</i></p>

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ONLINE SOURCES	<p>Resources for Infant/Toddler Learning Environments https://eclkc.ohs.acf.hhs.gov/learning-environments/article/resources-infanttoddler-learning-environments <i>Whether the environment is a home, socialization space, or a child care center, creating a safe, playful, and welcoming learning environment requires a thoughtful process. Use the resources at this website to help you think about play spaces, areas for caregiving routines, and ways to integrate home cultures into children’s environments—all important aspects of an engaging environment for infants and toddlers.</i></p> <p>Safe-Sleeping Guide for Parents and Childcare Providers https://www.tuck.com/safe-sleeping/ <i>Creating a safe infant sleep environment is important for promoting healthy infant development, reducing the risk of Sudden Infant Death Syndrome (SIDS), and ensuring quality sleep for both family members and the infant. This July 2017 resource provides an overview of SIDS, reviews the greatest risk factors, and shares guidelines on creating a safe room-sharing or co-sleeping environment that best protects against SIDS.</i></p>