



ARTICLES

Hubbard, R. S. (1998). Creating a classroom where children can think. *Young Children*, 53(5), 26–31.

This article provides suggestions for environmental design to promote thinking and reasoning skills.

Ratcliffe, N. (2001). Use the environment to prevent discipline problems and support learning. *Young Children*, 56(5), 84–88.

This article provides eight points for designing classroom environments to support learning and positive behavior.

Lawry, J., Danko, C. D., & Strain, P. S. (2000). Examining the role of the classroom environment in the prevention of problem behaviors. *Young Exceptional Children*, 3 (11), 11–19.

Written in a question and answer style, this article presents helpful problem solving information regarding the physical environment of the classroom.

Wasik, B. (2008). When fewer is more: Small groups in early childhood classrooms. *Early Childhood Education Journal*, 35, 515–521.

This article presents guidelines based on research-based best practices for using small groups in early childhood. It also includes a description of the benefits of small group instruction for both children and teachers.

BOOKS AND CHAPTERS

Curtis, D. & Carter, M. (2003). *Designs for living and learning: Transforming early childhood environments*. St. Paul, MN: Redleaf Press.

This book draws from a number of early childhood approaches to describe environments that are inviting to children. Photographic examples are given of learning environments and spaces.

Greenman, J. (2005). *Caring spaces, learning places: Children's environments that work*. Bellevue, WA: Exchange Press.

This book offers ideas, observations, resources, and more about designing the environment to support children's development. It brings a fresh approach to how physical learning environments and people interact.

Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Paul Brookes Publishing Company.

This book includes a detailed chapter on designing the learning environment. It offers learning activities at the end of the chapter to further explore the content.

Isbell, R., & Exelby, B. (2001). *Early learning environments that work*. Beltsville, MD: Gryphon House, Inc.

This book provides ideas for arranging furniture and materials to promote learning. Photographs and illustrations are provided as examples for arranging and creating centers.

Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2011). *Developmentally appropriate curriculum: Best practices in early childhood education* (5th ed.). Upper Saddle River, NJ: Pearson.

Addresses all aspects of classroom life, including roles of children and adults, the physical environments, and teaching and learning within multiple domains for children age three to eight.

Kritchevsky, S., Prescott, E., & Walling L. (1977). *Planning environments for young children: Physical space* (2nd ed.). Washington, DC: National Association for the Education of Young Children.

Outgrowth of a research project conducted at Pacific Oaks College, it was originally published in 1969. It covers every element of the physical space very succinctly.

WEB RESOURCES

Center for the Social and Emotional Foundations of Early Learning (2008). Using environmental strategies to promote positive social interactions. Retrieved from <http://csefel.vanderbilt.edu/kits/wwbtk6.pdf>

A training presentation on using environmental strategies to promote social interactions.

May 2005: Environments that support exploration and learning (2005). *Beyond the Journal: Young Children on the Web*. Retrieved from <http://www.naeyc.org/yc/pastissues/2005/may>

This back issue provides access to a number of articles that address the physical space of the classroom.



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