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**Title: Developing a Supportive Physical Environment for Early Childhood Programs (based on components of Rock Your Classroom)**

**Number of Inservice Points**: \_\_\_

**Course Description:** *Developing a Supportive Physical Environment for Early Childhood Programs* is designed as a \_\_-hour learning experience. Participants are expected to engage in small-group discussions and exchange of information related to supporting young children through strategies within the physical environment. Participants are expected to apply knowledge of strategies and resources to the processes of developing class-wide strategies that address schedules and routines, rules, displays, and instruction. Additionally, participants will be expected to apply knowledge of strategies related to the organization and labeling of areas of the room, as well as toys and materials. The participants will be provided a variety of information, strategies and resources.

**Upon completion of this course participants will demonstrate an awareness of the following:**

1. Development and instruction of strategies related to the physical set-up and visual aspects of an early childhood program that support children in their participation throughout routines and activities.
2. Uses of Florida Early Learning and Developmental Standards (FELDS) for planning developmentally appropriate physical supports to support activities, lessons, and provide practice to children throughout the schedules and routines of the day.
3. Levels of support (universal, individualized, intensive) for developing supportive classroom environments.

**The content has been organized around six topics. Below, suggested professional development topics and objectives are listed:**

***Topic 1: Overview of Evidence-based practices for Early Childhood program environments*** - Participants will recognize the characteristics of developmentally appropriate materials for early childhood programs and apply that knowledge to the development of supports for all children.

***Topic 2: Environmental Strategies for Supporting Schedules and Routines***  – Using resources provided, participants will identify and give examples of classroom strategies for supporting children’s understanding and participation of daily schedules and routines.

***Topic 3: Environmental Strategies for Supporting Transitions*** - Participants will identify strategies for enhancing preparation and participation of children during transitions.

***Topic 4: Processes for Enhancing Instruction*** - Participants will develop examples of strategies for using hands-on materials and visuals for supporting children’s participation and understanding during instructional activities and units.

***Topic 5: Environmental Supports for children related to expectations, social interactions, and self-regulation*** - Participants will develop environmental strategies for supporting children in learning to recognize and communicate social-emotional needs during daily routines and interactions.

**Topic objectives reference the following resources**:

* [*Florida Early Learning and Developmental Standards*](http://flbt5.floridaearlylearning.com/), Florida Department of Education Office of Early Learning. (2017).
* [*Classroom Spaces*](https://tats.ucf.edu/wp-content/uploads/sites/9/2018/08/classroom-spaces-merged-ESE.pdf), Rock Your Classroom, Focus on Classroom Spaces, TATS document.
* [*Tips and Ideas for Making Visuals*](http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf)*,* Center for Social and Emotional Foundations for Early Learning, Vanderbilt University.
* [*Universal Design for Learning in Pre-K*](https://tats.ucf.edu/wp-content/uploads/sites/9/2019/07/TATSFIN-V1-No.-1New-Logo.pdf)*,* TATS and FIN Talk with Instructional Staff.
* Building Blocks for Teaching Preschoolers with Special Needs, 2nd Edition, by Mary Louise Hemmeter, Ilene Schwartz, Susan Sandall. <http://products.brookespublishing.com/>

**Professional Learning Delivery, Implementation, and Evaluation:**

Participants will be required to attend the full training session (in alignment with Florida’s Professional Development System Staff Development Protocol). To earn credit, participants must complete post-test “knowledge check” question/response document.

Following successful completion of the course participants must complete **one** of the follow-up activity options. The follow-up activities may be completed in small groups or individually at the end of the sessions **or** completed later and sent back to the session presenter at an assigned time. The options include the following:

* Statement (verbal or written) of plans for using the session information in the development of a plan to address the set-up of the physical environment, including instructional materials and toys, for an early childhood program.
* Verbal or written reflection of experience(s) related to the impact of delays and disabilities on children’s abilities for using materials and understanding daily schedules, routines, and transitions.
* Contribute to small-group discussion of examples of use of information in Florida Early Learning and Developmental Standards for planning instruction, practice and activities related to schedules, routines, and classroom rules.

Verification of completed follow-up activities by the participants' supervisor is required.