Environment Inventory: Primary

This form, derived from the *Developmental Environment Rating Scale* (DERS), enables observers to reflect on the physical attributes of the Prepared Environment. As each item is linked to outcomes in Executive Functions, Cultural & Linguistic Fluency, and Social Fluency & Emotional Flexibility, observers may use this to pinpoint areas in need of attention and/or intervention. Items marked with an * are behaviors we look to diminish while the others are those we look to increase.

Date:	Present/ Not Present	Comments
Access • Children have access to the entire environment and all materials in it.		
Activities requiring turn-taking • Materials are limited in number. • Waiting for activities, snack, or the bathroom is necessary.		
Animals • The environment contains live animals. • Materials for animal care are available to children. • There is evidence that animals are integrated into science and/or language instruction and learning; children may observe, classify, or socialize animals.		
Child Sized • Materials and furnishings are appropriately sized for use by very young children. • This includes tables, chairs, didactic materials, kitchen tools, and implements for caring for the environment.		
Cleanliness • Shelves and tables free of dust. • All surfaces (including whiteboard/chalkboard) are clean. • Garbage has been emptied.		
Clutter* • Over-stimulating wall decoration. • Inadequate storage leads to supplies, materials, and other items cluttering the environment. • Misplaced items accumulate, creating clutter on flat surfaces		*want to see none/little
Curated Decor • Wall décor is carefully selected with emphasis on art rather than commercial posters or student work. • Décor reflects a variety of cultures and heritages. • Décor creates a warm, comfortable, and welcoming environment.		
Directed Child Interaction* • Children broken into age or grade-level groups. • Children assigned seats. • Whole group time, including circle or snack, exceeds 15 minutes per work period.		*want to see none/little
Easy Access to Nature • The classroom provides direct access to nature via a door opening to an outdoor space. • Children pass freely between indoor and outdoor spaces without adult mediation or permission.		
Food • Children primarily prepare, serve, and clean up snacks and/or meals with minimal help from adults. • Individual food preparation activities are present where children are preparing, consuming, and cleaning up the activity independently. • Snack is provided for children to serve themselves and is taken in small, rather than whole, groups.		
Language Rich (Oral) • The environment is equipped with an array of items to identify, name, and discuss.. • Art and decor reflecting the cultures and ethnicities present in the classroom are available for children to peruse, discuss, and contemplate.		

	Present/ Not Present	Comments
Language Rich (Written) • The environment contains a cozy reading area, with a chair and a selection of texts culturally representative of the classroom community. • High-interest print material (books, magazines and other physical texts) are available at all times, as distinct from leveled readers and other didactic texts.		
Materials Ready for Use • Pencils are sharpened. • Consumables are stocked. • All areas of the classroom are orderly and prepared for children.		
Mixed Age Grouping • Children are in mixed age groups of two-year age spans. • Children are in mixed age groups of three years.		
Multisensory • Materials are available to learn through different senses. • Materials allow for hands-on exploration.		
Natural Materials • Materials, furniture, and containers intended for children's use are made of wood, glass, fiber, metal.		
Plants • The environment contains live plants. • Materials for plant care are available to children. • There is evidence that plants are integrated into science and/or language instruction and learning; children may experiment with, measure, describe, or classify plants.		
Presence of Digital Technology* • Tablets, computers or a Smart Board are available for children. • Children are observed using digital technology for learning. • Digital technology is used as a substitute for didactic materials.		*want to see none/little
Real Tools and Real Work • Children have access to working, child-sized, real-life tools (e.g., hammers, rakes, shovels, brooms, knives). • Children participate in activities requiring the use of real tools (gardening, washing, ironing, sweeping, sewing, handcrafts, food preparation).		
Uninterrupted Work • Children have access to the entire environment for at least two and a half hours per day.		

General Comments