

References

Introduction

- Bailie. 2012. "Connecting Children to Nature: A Multiple Case Study of Nature Center Preschools." [doctoral dissertation] University of Nebraska. Proquest (1266824736). https://digitalcommons.unl.edu/teachlearnstudent/24/?utm_source=digitalcommons.unl.edu%2Fteachlearnstudent%2F24&utm_medium=PDF&utm_campaign=PDFCoverPages.
- Finch, K., & Bailie, P. (2015). Nature Preschools: Putting Nature at the Heart of Early Childhood Education. *Occasional Paper Series*, (33). DOI: <https://doi.org/10.58295/2375-3668.1020>.
- Brusaferro, V.R. 2020. "Shaping 'Little' Ecological Worldviews: A Case Study of Ecological Identity Indicators at Forest Preschool." [doctoral thesis] Proquest (2415738360). <http://proxy-bc.researchport.umd.edu/login?url=https://www.proquest.com/dissertations-theses/shaping-little-ecological-worldviews-case-study/docview/2415738360/se-2>.
- NAAEE (North American Association for Environmental Education), Christy Merrick (editor). (2019). Nature-Based Preschool Professional Practice Guidebook. [Publication City: Publisher, e.g., North American Association for Environmental Education].
- Sobel, David, et al. Nature Preschools and Forest Kindergartens: The Handbook for Outdoor Learning. First edition. Redleaf Press, 2016.

Chapter 1

- Association for Nature-Based Education (2024). 10 Reasons Kids Need Outdoor Learning.
- Bailie, P.E. 2012. "Connecting Children to Nature: A Multiple Case Study of Nature Center Preschools." [doctoral dissertation] University of Nebraska. Proquest (1266824736). https://digitalcommons.unl.edu/teachlearnstudent/24/?utm_source=digitalcommons.unl.edu%2Fteachlearnstudent%2F24&utm_medium=PDF&utm_campaign=PDFCoverPages.
- Bailey, Liberty Hyde. 1904. *The Meaning of the Nature Study Movement*. Doubleday.
- Boyd, R., Richerson, P.J., & Henrich, J. (2011). cultural niche: Why social learning is essential for human adaptation. *Proceedings of the National Academy of Sciences – PNAS*, 108(Supplement 2), 10918–10925. <https://doi.org/10.1073/pnas.1100290108>.
- Brusaferro, V.R. 2020. "Shaping 'Little' Ecological Worldviews: A Case Study of Ecological Identity Indicators at Forest Preschool." [doctoral thesis] Proquest (2415738360). <http://proxy-bc.researchport.umd.edu/login?url=https://www.proquest.com/dissertations-theses/shaping-little-ecological-worldviews-case-study/docview/2415738360/se-2>.
- Carson, Rachel. 1962. *Silent Spring*. Houghton-Mifflin Company.
- Carson, R., & Pratt, C. (1998). *The sense of wonder* (1st ed.). HarperCollins Publishers.

- Carter, R.L., & B. Simmons. 2010. "The History and Philosophy of Environmental Education." In *The Inclusion of Environmental Education in Science Teacher Education*, eds. A. Bodzin, B.S. Klein, & S. Weaver, pp. 3–16. Springer.
- Chawla, L., & Nasar, J.L. (2015). Benefits of Nature Contact for Children. *Journal of Planning Literature*, 30 (4), 433–452. <https://doi.org/10.1177/0885412215595441>.
- Comstock, Anna Botsford. 1918. *Handbook of Nature-Study: For Teachers and Parents*. The Comstock Publishing Company.
- Dankiw, K.A., M.D. Tsiros, K.L. Baldock, & S.Kumar. 2020. "The Impacts of Unstructured Nature Play on Health in Early Childhood Development: A Systematic Review." *PLoS One* 15 (2): e0229006. <https://doi.org/10.1371/journal.pone.0229006>.
- Dymont, J.E., & A.C. Bell. 2008. "Grounds for Movement: Green School Grounds as Sites for Promoting Physical Activity." *Health Education Research* 23 (6): 952–62. doi: 10.1093/her/cym059.
- Edwards, C., L. Gandini, & G. Forman. 2012. *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation*. 3rd ed. Praeger.
- Finney, C. 2014. *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*. The University of North Carolina Press.
- Fjørtoft, Ingunn. 2004. "Landscape as Playscape: The Effects of Natural Environments on Children's Play and Motor Development." *Children, Youth and Environments* 14 (2): 21–44. doi: 10.1353/cye.2004.0054.
- Ford, Phyllis. 1986. *Outdoor Education: Definition and Philosophy*. Office of Educational Research and Improvement (ED), Washington, DC. <https://files.eric.ed.gov/fulltext/ED267941.pdf>.
- Forest School Association. n.d. *What Is the Forest School?* <https://forestschoollassociation.org/the-forest-school-association>.
- Frey, William H. 2019, June 24. "Less Than Half of US Children Under 15 Are White, Census Shows." Brookings. <https://www.brookings.edu/articles/less-than-half-of-us-children-under-15-are-white-census-shows/#:~:text=Declines%20in%20white%20youth%20population,U.S.%20Census%20Bureau%20estimates%20show>.
- Hanscom, Angela. 2016. *Balanced and Barefoot: How Unrestricted Outdoor Play Makes for Strong, Confident, and Capable Children*. New Harbinger Publications, Inc.
- Hollweg, K.S., et al. 2011. *Developing a Framework for Assessing Environmental Literacy*. NAAEE. <https://cdn.naaee.org/sites/default/files/inline-files/devframeworkassessenvlitonlineed.pdf>.
- Kahn, P.H., Jr. 1999. *The Human Relationship with Nature: Development and Culture*. The MIT Press.
- Kellert, S.R., & E.O. Wilson. 1993. *The Biophilia Hypothesis*. Island Press.
- Kenny, E.K. 2013. *Forest Kindergartens: The Cedarsong Way*. Cedarsong Nature School.
- Kirk, W. (1975). [Review of *Topophilia: A Study of Environmental Perception, Attitudes and Values*, by Y. Tuan]. *Geography*, 60 (1), 77–77. <http://www.jstor.org/stable/40568707>.
- Knight, S. 2013. *Forest School and Outdoor Learning in the Early Years*. 2nd ed. Sage.
- Kohlstedt, Sally. 2005. "Nature, Not Books: Scientists and the Origins of the Nature-Study Movement in the 1890s." *Isis* 96 (3): 324–52. <https://doi.org/10.1086/447745>.

- Kuo, M., M. Barnes, & C. Jordan. 2019. "Do Experiences with Nature Promote Learning? Converging Evidence of a Cause-and-Effect Relationship." *Frontiers in Psychology* 10 (305). doi: 10.3389/fpsyg.2019.00305.
- Louv, Richard. 2008. *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. Atlantic Books.
- North American Association for Environmental Education (NAAEE). 2017. *Nature Preschools and Forest Kindergartens: 2017 National Survey*. <https://researchconnections.org/childcare/resources/150836>.
- Powers, S.L., A.J. Mowen, & N. Webster. 2024. "Development and Validation of a Scale Measuring Public Perceptions of Racial Environmental Justice in Parks." *Journal of Leisure Research* 55 (1): 1–24. <https://doi.org/10.1080/00222216.2023.2183369>.
- Pruitt, Sarah. 2020. "When Fears of Tuberculosis Drove an Open-Air School Movement." History.com. <https://www.history.com/articles/school-outside-tuberculosis>.
- Quinn, Marion Frances. "The Origin and Development of the Open Air School." *Electronic Theses and Dissertations*. 3289. <https://digitalcommons.library.umaine.edu/etd/3289>.
- Reggio Children (n.d.). *Values*. <https://www.reggiochildren.it/en/reggio-emilia-approach/valori-en>
- Roberts, N.S. 2015. "Race, Ethnicity, and Outdoor Studies: Trends, Challenges and Forward Momentum." In *Routledge International Handbook of Outdoor Studies*, eds. B. Humberstone, H. Prince, & K.A. Henderson, pp. 341–50. Routledge.
- Sears, P.B. 1964. "Udall, Stewart L., The Quiet Crisis [Book Review of *The Quiet Crisis*]." *Natural Resources Journal* 4 (2): 440–42. <https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=3848&context=nrg>.
- Seymour, V. 2016. "The Human–Nature Relationship and Its Impact on Health: A Critical Review." *Frontiers in Public Health* 4 (260). <https://doi.org/10.3389/fpubh.2016.00260>.
- Sobel, David. 2013. *Place-Based Education: Connecting Classrooms and Communities*. Orion Society.
- Steiner, R. (1919, September 5). *The Study of Man: General Human Knowledge as the Basis of Pedagogy* [Lecture XIV]. The Rudolf Steiner Archive. <https://rsarchive.org/Lectures/GA293/English/RSP1966/19190905a01.html>.
- Sprague, N., & Ekenga, C.C. (2020). The Effect of Nature-Based Environmental Education on the Health Related Quality of Life of Low-Income Black and Hispanic Youth. *Environmental Health Perspectives Supplements*, 2020(1). <https://doi.org/10.1289/isee.2020.virtual.P-0215>.
- Tozer, T., K. Hörschelmann, I. Anguelovski, H. Bulkeley, and Y. Lazova. 2020. "Whose City? Whose Nature? Towards Inclusive Nature-Based Solution Governance." *Cities* 107. <https://doi.org/10.1016/j.cities.2020.102892>.
- Warden, C. 2010. *Nature Kindergartens and Forest Schools: An Exploration of Naturalistic Learning Within Nature Kindergartens and Forest Schools*. Mindstretchers Academy.
- Washington State Department of Children, Youth & Families. 2021, May 13. *Washington Becomes First in the Nation to License Outdoor, Nature-Based Child Care*. <https://dcyf.wa.gov/news/washington-becomes-first-nation-license-outdoor-nature-based-child-care>.
- Wilson, E.O. 1984. *Biophilia*. Harvard University Press.

- World Commission on Environment and Development. 1987. *Our Common Future*. Brundtland Commission, United Nations. Oxford University Press.
- Wiseman, N., N. Harris, & M. Downes. 2019. "Preschool Children's Preferences for Sedentary Activity Relates to Parent's Restrictive Rules Around Active Outdoor Play." *BMC Public Health* 19 (946). <https://doi.org/10.1186/s12889-019-7235-x>.
- Yang, Y., C. Sedikides, Y. Wang, & H. Cai. 2024. "Nature Nurtures Authenticity: Mechanisms and Consequences." *Journal of Personality and Social Psychology* 126 (1): 79–104. <https://doi-org.proxy-bc.researchport.umd.edu/10.1037/pspi0000432>.

Chapter 2

- Aboulghar, H.M., S.S. El Tatawy, K. Abdelkhalek, Y.M. Shaalan, & Salama, C.G. 2021. "Vitamin D Deficiency Among Preschool Children and Its Correlation with Nutritional Habits and Sun Exposure." *Annals of the Romanian Society for Cell Biology* 25 (5): 4228–37. <http://annalsofrscb.ro/index.php/journal/article/view/5245>.
- American Academy of Pediatrics. 2023, December 13. "Where We Stand: Screen Time." *Healthychildren.org*. <https://www.healthychildren.org/English/family-life/Media/Pages/Where-We-Stand-TV-Viewing-Time.aspx>.
- Awalludin, Z.A. 2020. "Sensory Integration and Functional Movement: A Guide to Optimal Development in Early Childhood." *Proceedings of the 4th International Conference on Arts Language and Culture, Advances in Social Science, Education and Humanities Research* 421. <https://doi.org/DOI:10.2991/assehr.k.200323.037>.
- Ayres, A.J. 1972. *Sensory Integration and Learning Disorders*. Western Psychological Services.
- Bagelman, C. 2018. "Unsettling Food Security: The Role of Young People in Indigenous Food System Revitalisation." *Children & Society* 32 (3): 219–32.
- Bailey, A.W., & H.K. Kang. 2022. "Walking and Sitting Outdoors: Which Is Better for Cognitive Performance and Mental States?" *International Journal of Environmental Research and Public Health* 19 (24): 16638. doi: 10.3390/ijerph192416638.
- Blackwell, S. 2015. "Impacts of Long Term Forest School Programmes on Children's Resilience, Confidence and Wellbeing." *Academia.edu*. https://www.academia.edu/13182036/Impacts_of_Long_Term_Forest_School_Programmes_on_Children_s_Resilience_Confidence_and_Wellbeing.
- Blythe, S.G. (2017). *Attention, Balance and Coordination: The A.B.C. of Learning Success*. John Wiley & Sons Ltd.
- Brumm, J., M.D. (2021, February 11). *Healthy weight in children starts with healthy habits*. <https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/healthy-weight-in-children-starts-with-healthy-habits>.
- Cankaya, O., N. Rohatyn-Martin, J. Leach, K. Taylor, & O. Bulut. 2023. "Preschool Children's Loose Parts Play and the Relationship to Cognitive Development: A Review of the Literature." *Journal of Intelligence* 11 (8): 151. <https://doi.org/10.3390/jintelligence11080151>.
- Chawla, L., & J.L. Nasar. 2015. "Benefits of Nature Contact for Children." *Journal of Planning Literature* 30 (4): 433–52. <https://doi.org/10.1177/0885412215595441>.

- Chookah, H.A., J.S. Agbenyega, I.M. Santos et al. 2024. "Play Affordances of Natural and Non-Natural Materials in Preschool Children's Playful Learning Tasks." *IJEC* 56: 585–603. <https://doi-org.proxy-bc.researchport.umd.edu/10.1007/s13158-023-00348-z>.
- Cox, Janelle. 2024, April 29. "Learning Where You Live: The Power of Place-Based Education." TeachHub.com. <https://www.teachhub.com/teaching-strategies/2024/04/learning-where-you-live-the-power-of-place-based-education>.
- Cudworth, D., & M. Tymms. 2023. "Motivating the Learner: Developing Autonomy, Competence and Relatedness Through Forest School Practice." *Journal of Outdoor and Environmental Education* 27: 489–511. <https://doi.org/10.1007/s42322-023-00146-0>.
- de Souza, M. 2016. "The Spiritual Dimension of Education—Addressing Issues of Identity and Belonging." *Discourse and Communication for Sustainable Education* 7 (1): 125–38. <https://doi.org/10.1515/dcse-2016-0009>.
- Dankiw, K.A., S. Kumar, K.L. Baldock, & M.D. Tsiros. 2023. "Parent and Early Childhood Educator Perspectives of Unstructured Nature Play for Young Children: A Qualitative Descriptive Study." *PLoS One* 18 (6): e0286468. <https://doi.org/10.1371/journal.pone.0286468>.
- Davis, Z., M. Guhn, I. Jarvis, M. Jerrett, L. Nesbitt et al. 2021. "The Association Between Natural Environments and Childhood Mental Health and Development: A Systematic Review and Assessment of Different Exposure Measurements." *International Journal of Hygiene and Environmental Health* 235: 113767.
- Dylan, A., & B. Smallboy. 2016. "Land-Based Spirituality Among the Cree of the Mushkegowuk Territory." *Journal of Religion & Spirituality in Social Work* 35 (1–2): 108–119. <https://doi.org/10.1080/15426432.2015.1067589>.
- Engelhard, M. (2016). NUWUVI SONGLINES. *Southwestern American Literature* 42(1), 17-.
- Ernst, J., K. McAllister, P. Siklander, & R. Storli. 2021. "Contributions to Sustainability Through Young Children's Nature Play: A Systematic Review." *Sustainability* 13 (13): 7443. <https://doi.org/10.3390/su13137443>.
- Ernst, J., & H. Stelley. 2024. "Supporting Young Children's Self-Regulation Through Nature-Based Practices in Preschool." *Behavioral Sciences* 14 (11): 1013. <https://doi.org/10.3390/bs14111013>.
- García-González, E., & M. Schenetti. 2022. "Education in Nature and Learning Science in Early Childhood: A Fertile and Sustainable Symbiosis." *Journal of Outdoor and Environmental Education* 25 (3): 363–77. <https://doi.org/10.1007/s42322-022-00110-4>.
- Goblirsch, K. 2023, July 25. *Benefits of Exercising Outdoors*. Avera Health Plans. <https://www.averahealthplans.com/insurance/blog/benefits-of-exercising-outdoors>.
- Hanscom, Angela. 2016. *Balanced and Barefoot: How Unrestricted Outdoor Play Makes for Strong, Confident, and Capable Children*. New Harbinger Publications.
- Higgins, N. 2021. "Songlines and Land Claims; Space and Place." *International Journal for the Semiotics of Law (Revue Internationale de Sémiotique Juridique)* 34 (3): 723–41. <https://doi.org/10.1007/s11196-020-09748-z>.
- Huang L., K.L. Schmid, X.-N. Yin, J. Zhang, J. Wu et al. 2021. "Combination Effect of Outdoor Activity and Screen Exposure on Risk of Preschool Myopia: Findings from Longhua Child Cohort Study." *Frontiers in Public Health* 9: 607911. doi: 10.3389/fpubh.2021.607911.

- Hunter-Doniger, T. 2021. "Early Childhood STEAM Education: The Joy of Creativity, Autonomy, and Play." *Art Education* 74 (4): 22–27. <https://doi.org/10.1080/00043125.2021.1905419>.
- Joergensen, K.-A. 2016. "Bringing the Jellyfish Home: Environmental Consciousness and 'Sense of Wonder' in Young Children's Encounters with Natural Landscapes and Places." *Environmental Education Research* 22 (8): 1139–57. <https://doi.org/10.1080/13504622.2015.1068277>.
- Kaplan, S. 1995. "The Restorative Benefits of Nature: Toward an Integrative Framework." *Journal of Environmental Psychology* 15: 169–82.
- Kos, M., J. Jerman, & G. Torkar. 2023. "Preschool Children's Attitude Toward Some Unpopular Animals and Formation of a Positive Attitude Toward Them Through Hands-On Activities." *Journal of Biological Education* 57 (1): 83–100. <https://doi.org/10.1080/00219266.2021.1877779>.
- Lane, S.J., Z. Mailloux, S. Schoen, A. Bundy, T.A. May-Benson et al. 2019. "Neural Foundations of Ayres Sensory Integration." *Brain Sciences* 9 (7): 153. <https://doi.org/10.3390/brainsci9070153>.
- Larouche, R., D. Garriguet, K.E. Gunnell, G.S. Goldfield, & M.S. Tremblay. 2016. "Outdoor Time, Physical Activity, Sedentary Time, and Health Indicators at Ages 7 to 14: 2012/2013 Canadian Health Measures Survey." *Health Reports* 27 (9): 3–13.
- Walker, L.C., & C.R. Roth. 2021. *Keeping a Nature Journal: Deepen Your Connection with the Natural World All Around You*. 3rd ed. Storey Publishing.
- Louv, R. (2005). *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder* (1st ed.). Algonquin Books of Chapel Hill.
- Martin, A., R. Brophy, J. Clarke, C.J.S. Hall, R. Jago et al. 2022. "Environmental and Practice Factors Associated with Children's Device-Measured Physical Activity and Sedentary Time in Early Childhood Education and Care Centres: A Systematic Review." *The International Journal of Behavioral Nutrition and Physical Activity* 19 (84). <https://doi.org/10.1186/s12966-022-01303-2>.
- Maryland State Department of Education. 2024. *Maryland Early Learning Standards*. <https://marylandchild.org/news-updates/marylands-early-learning-standards-now-available-online>.
- Mata-McMahon, J. (2019). "Finding Connections between Spirituality and Play for Early Childhood Education." *International Journal of Children's Spirituality*, 24 (1), 44–57. <https://doi.org/10.1080/1364436X.2019.1619528>.
- North American Association for Environmental Education (NAAEE). 2010. *Guidelines for Excellence: Early Childhood Environmental Education Programs*. https://www.plt.org/wp-content/uploads/2016/07/gl_early_childhood_complete.pdf.
- NAEYC. 2020. *Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children*.
- Ochsenbein, M. 2024. "Toileting and Interoception." STAR Institute for Sensory Processing. <https://sensoryhealth.org/node/1073>.
- Reyes-Riveros, R., A. Altamirano, F.D.L. Barrera, D. Rozas-Vasquez, L. Vieli, & P. Meli. 2021. "Linking Public Urban Green Spaces and Human Well-Being: A Systematic Review." *Urban Forestry & Urban Greening* 61. <https://doi.org/10.1016/j.ufug.2021.127105>.
- Pappas, S. (2022, June 30). *What do we really know about kids and screens? Research by psychologists and others is giving us a better understanding of the risks and potential benefits of children's and teens'*

use of digital devices. American Psychological Association. <https://www.apa.org/monitor/2020/04/cover-kids-screens>.

- Richardson, T., & J. Murray. 2017. "Are Young Children's Utterances Affected by Characteristics of Their Learning Environments? A Multiple Case Study." *Early Child Development and Care* 187 (3–4): 457–68. <https://doi.org/10.1080/03004430.2016.1211116>.
- Richardson, T., S. Waite, P. Askerlund, E. Almers, & S. Hvit-Lindstrand. 2024. "How Does Nature Support Early Language Learning? A Systematic Literature Review." *Early Years (London, England)* 44 (3–4): 682–709. <https://doi.org/10.1080/09575146.2023.2220978>.
- Richardson, T. 2014. *Speech and Language Development in a Forest School Environment: An Action Research Project*. Sage.
- Robertson, N., B. Yim, & L. Paatsch. 2020. "Connections Between Children's Involvement in Dramatic Play and the Quality of Early Childhood Environments." *Early Child Development and Care* 190 (3): 376–89. <https://doi.org/10.1080/03004430.2018.1473389>.
- Robinson, C. 2019. "Young Children's Spirituality: A Focus on Engaging with Nature." *Australasian Journal of Early Childhood* 44 (4): 339–50. <https://doi-org.proxy-bc.researchport.umd.edu/10.1177/1836939119870907>.
- Robinson, T.N., J.A. Banda, L. Hale, A.S. Lu, F. Fleming-Milici et al. 2017. "Screen Media Exposure and Obesity in Children and Adolescents." *Pediatrics* 140 (Suppl. 2): S97–S101. doi: <https://doi.org/10.1542/peds.2016-1758K>.
- Schein, D. 2014. "Nature's Role in Children's Spiritual Development. Children, Youth and Environments." *Greening Early Childhood Education* 24 (2): 78–101. <https://doi.org/10.7721/chilyoutenvi.24.2.0078>.
- Schmitt, C., & S. Schoen. 2022. "Interoception: A Multi-Sensory Foundation of Participation in Daily Life." *Frontiers in Neuroscience* 16. <https://doi.org/10.3389/fnins.2022.875200>.
- Schmutz, E.A., C.S. Leeger-Aschmann, T. Radtke, S. Muff, T.H. Kakebeeke et al. 2017. "Correlates of Preschool Children's Objectively Measured Physical Activity and Sedentary Behavior: A Cross-Sectional Analysis of the SPLASHY Study." *The International Journal of Behavioral Nutrition and Physical Activity* 14 (1). <https://doi.org/10.1186/s12966-016-0456-9>.
- Schutte, A.R., Torquati, J.C., & Beattie, H.L. (2017). Impact of Urban Nature on Executive Functioning in Early and Middle Childhood. *Environment and Behavior* 49 (1), 3–30. <https://doi.org/10.1177/0013916515603095>.
- Sobel, D. 1998. *Mapmaking with Children: Sense-of-Place Education for the Elementary Years*. Heinemann.
- Sobel, D. 2005. *Place-Based Education: Connecting Classrooms and Communities*. Orion Society.
- Sprague, N., D. Berrigan, & C.C. Ekenga. 2020. "An Analysis of the Educational and Health-Related Benefits of Nature-Based Environmental Education in Low-Income Black and Hispanic Children." *Health Equity* 4 (1): 198–210.
- STAR Institute for Sensory Processing. 2024. "Your 8 Senses." <https://sensoryhealth.org/basic/your-8-senses>.
- Taylor, A.F., & F.E. (Ming) Kuo. 2011. "Could Exposure to Everyday Green Spaces Help Treat ADHD? Evidence from Children's Play Settings." *Applied Psychology: Health and Well-Being* 3 (3): 281–303. <https://doi.org/10.1111/j.1758-0854.2011.01052.x>.

- Taylor, A.F., F.E. Kuo, & W.C. Sullivan. 2001. "Coping with ADD: The Surprising Connection to Green Play Settings." *Environment and Behavior* 33 (1): 54–77.
- Thygesen, M., K. Engemann, G.J. Holst, B. Hansen, C. Geels et al. 2020. "The Association Between Residential Green Space in Childhood and Development of Attention Deficit Hyperactivity Disorder: A Population-Based Cohort Study." *Environmental Health Perspectives* 128 (12): 127011. <https://doi.org/10.1289/EHP6729>.
- Tillmann, S., D. Tobin, W. Avison, & J. Gilliland. 2018. "Mental Health Benefits of Interactions with Nature in Children and Teenagers: A Systematic Review." *Journal of Epidemiology Community Health* 72: 958–66. doi:10.1136/jech-2018-210436.
- Tonge, K.L., M. Mavilidi, & R.A. Jones. 2024. "An Updated Systematic Review of Correlates of Children's Physical Activity and Sedentary Time in Early Childhood Education Services." *Child Care, Health & Development* 50 (3): e13265. <https://doi.org/10.1111/cch.13265>.
- Valen, M. 2023, March 23. "How to Help Your Child Reach a Healthy Weight." Mayo Clinic Health System. <https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/help-your-child-reach-healthy-weight>.
- Vella-Brodrick, D.A., & Gilowska, K. (2022). Effects of Nature (Greenspace) on Cognitive Functioning in School Children and Adolescents: A Systematic Review. *Educational Psychology Review* 34 (3), 1217–1254. <https://doi.org/10.1007/s10648-022-09658-5>.
- Vovides, Y., & L.R. Lemus. 2019. *Optimizing Instructional Design Methods in Higher Education*. IGI Global. <http://doi:10.4018/978-1-5225-4975-8>.
- Vygotsky, L.S. 1978. *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Walsh, R., J. Sommerfeld, & D. Danto. 2022. "Land-Based Healing: Toward Understanding the Role of Elders." *International Journal of Mental Health and Addiction* 20 (2): 862–73. <https://doi.org/10.1007/s11469-020-00409-7>.
- Weeland, J., M.A. Moens, F. Beute, M. Assink, J.P.C. Staaks, & G. Overbeek. 2019. "A Dose of Nature: Two Three-Level Meta-Analyses of the Beneficial Effects of Exposure to Nature on Children's Self-Regulation." *Journal of Environmental Psychology* 65: 101326. <https://doi.org/10.1016/j.jenvp.2019.101326>.
- Wilson, E.O. 1984. *Biophilia*. 1st ed. Harvard University Press. <https://doi.org/10.4159/9780674045231>.
- Wong, M., K. Choi, L. Barak, E. Lapidow, J. Austin et al. 2024. "Young Children's Directed Question Asking in Preschool Classrooms." *Behavioral Sciences* 14 (9): 754. <https://doi.org/10.3390/bs14090754>.
- Wyver, S. 2024. "The Influence of Outdoor Play on Social and Cognitive Development." *Encyclopedia on Early Childhood Development*. <https://www.child-encyclopedia.com/outdoor-play/according-experts/influence-outdoor-play-social-and-cognitive-development>.

Chapter 3

- Almon, Joan. 2003. "The Vital Role of Play in Early Childhood." In *All Work and No Play ... How Educational Reforms Are Harming Our Preschoolers*, ed. S. Olfman, pp. 17–42. Praeger.

- Biermeier, M.A. 2015. "Inspired by Reggio Emilia: Emergent Curriculum in Relationship-Driven Learning Environments." *YC Young Children* 70 (5). <https://www.naeyc.org/resources/pubs/yc/nov2015/emergent-curriculum>.
- Biermeier, M.A. (2015). Preschool: Inspired by Reggio Emilia: Emergent Curriculum in Relationship-Driven Learning Environments. *YC Young Children*, 70(5), 72–79. <http://www.jstor.org/stable/ycyoungchildren.70.5.72>.
- Common Core State Standards (2010). National Governors Association Center for Best Practices and Council of Chief State School Officers.
- Edwards, C., L. Gandini, & G. Forman. 2012. *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation*. 3rd ed. Praeger.
- Hanscom, A. 2016. *Balanced and Barefoot: How Unrestricted Outdoor Play Makes for Strong, Confident, and Capable Children*. New Harbinger Publications, Inc.
- Hinchion, S., E. McAuliffe, & H. Lynch. 2021. "Fraught with Frights or Full of Fun: Perspectives of Risky Play Among Six-to-Eight-Year Olds." *European Early Childhood Education Research Journal* 29 (4): 1–19. <http://dx.doi.org/10.1080/1350293X.2021.1968460>.
- Jones, E. 2012. "The Emergence of Emergent Curriculum." *YC Young Children* 67 (2): 66–68.
- Kimmerer, Robin Wall. 2015. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Milkweed Editions.
- Kimmerer, Robin Wall. 2024. *The Serviceberry: Abundance and Reciprocity in the Natural World*. Scribner.
- Kolb, D.A. 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall.
- Kuo, M., M. Barnes, & C. Jordan. 2019. "Do Experiences with Nature Promote Learning? Converging Evidence of a Cause-and-Effect Relationship." *Frontiers in Psychology* 10 (305). doi: 10.3389/fpsyg.2019.00305.
- Lumber, R., M. Richardson, & D. Sheffield. 2017. "Beyond Knowing Nature: Contact, Emotion, Compassion, Meaning, and Beauty Are Pathways to Nature Connection." *PLoS One* 12 (5): e0177186. <https://doi.org/10.1371/journal.pone.0177186>.
- Nicholson, Simon. 1971. "How NOT to Cheat Children: The Theory of Loose Parts." *Landscape Architecture Magazine* 62 (1): 30–34. <https://www.jstor.org/stable/44663886?seq=1>.
- Sandseter, E.B.H. 2009. Characteristics of risky play. *Journal of Adventure Education and Outdoor Learning*, 9 (1), 3–21. <https://doi.org/10.1080/14729670802702762>.
- Sandseter, E.B.H. 2010. *Scaryfunny: A Qualitative Study of Risky Play Among Preschool Children*. Norwegian University of Science and Technology.
- Sandseter, E.B.H., & R. Kleppe. 2019. "Outdoor Risky Play." In *Encyclopedia on Early Childhood Development*, eds. R. E. Tremblay, M. Boivin, R.D. Peters, & M. Brussoni. <http://www.child-encyclopedia.com/outdoor-play/according-experts/outdoor-risky-play>.
- Sandseter, E.B.H., O.J. Sando, & R. Kleppe. 2021. "Associations Between Children's Risky Play and ECEC Outdoor Play Spaces and Materials." *International Journal of Environmental Research and Public Health* 18 (7): 3354. <http://dx.doi.org/10.3390/ijerph18073354>.

- Stacey, S. 2018. *Emergent Curriculum in Early Childhood Settings: From Theory to Practice*. 2nd ed. Redleaf Press.
- Stacey, S. 2023. *Pedagogical Documentation in Early Childhood Education: Sharing Children's Learning and Teachers' Thinking*. 2nd ed. Redleaf Press.
- Tovey, H. 2007. *Playing Outdoors: Spaces and Places, Risk and Challenge*. Maidenhead University Press.
- Wang, W., & A. Black Delfin. 2024. "The Play in Research and the Research in Play: A Participatory Treasure Map Experience Project." *International Journal of Early Years Education* 32 (4): 1–18. <https://doi.org/10.1080/09669760.2024.2422829>.
- Warden, C. 1995. *Talking and Thinking Floorbooks: An Approach to Consultation, Observation, Planning and Assessment in Children's Learning*. Mindstretchers Academy.
- Wurm, J.P. 2005. *Working in the Reggio Way: A Beginner's Guide for American Teachers*. Redleaf Press.
- Young, J., E. Haas, & E. McGown. 2010. *Coyote's Guide to Connecting with Nature*. 2nd ed. OwlLink Media.

Chapter 4

- Barrable, A., S. Friedman, & V. Beloyianni. 2024. "Nature Connection in Adulthood: The Role of Childhood Nature Experiences." *People and Nature* 6 (4): 1571–80. <https://doi.org/10.1002/pan3.10657>.
- Carson, Rachel. 1962. *Silent Spring*. Houghton-Mifflin Company.
- Carter, M., L.M. Casio, & D. Curtis. 2020. *The Visionary Director: A Handbook for Dreaming, Organizing, and Improvising in Your Center*. 3rd ed. Redleaf Press.
- Harvard Health Publishing. 2020, July 7. *How Does Exercise Reduce Stress? Surprising Answers to This Question and More*. Harvard Medical School. <https://www.health.harvard.edu/staying-healthy/exercising-to-relax>.
- Torquati, J., K. Cutler, D. Gilkerson, & S. Sarver. 2013. "Early Childhood Educators' Perceptions of Nature, Science, and Environmental Education." *Early Education and Development* 24 (5): 721–43. <https://doi.org/10.1080/10409289.2012.725383>.
- Usher, C., & C. Usher. 2022. "Eco-Anxiety." *Journal of the American Academy of Child and Adolescent Psychiatry* 61 (2), 341–42. <https://doi.org/10.1016/j.jaac.2021.11.020>.
- Young, J., E. Haas, & E. McGown. 2010. *Coyote's Guide to Connecting with Nature*. 2nd ed. OwlLink Media.

Chapter 5

- Bullard, L., H. Gallagher, S. Barnett-Dyer, & M. Rood. 2021. *Inclusive Preschool Through the Seasons: Lessons and Stories from 10 Years of Nature Based Preschool*. Seattle Children's PlayGarden.
- Colker, R. 2004. "Americans with Disabilities Act (1990)." In *Major Acts of Congress*, ed. B. K. Landsberg, Vol. 1, pp. 25–29. Macmillan Reference USA.

- Condrey, S.E., & J.L. Brudney. 1998. "The Americans with Disabilities Act of 1990: Assessing Its Implementation in America's Largest Cities." *American Review of Public Administration* 28 (1): 26–42. <https://doi.org/10.1177/027507409802800102>.
- Finney, C. 2014. *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*. The University of North Carolina Press.
- Foundational Quality Standards for Outdoor Nature-Based Child Care. 2025. "Weather Conditions and Outdoor Hazards." Washington Administration Code § 110-302-0147. <https://app.leg.wa.gov/WAC/default.aspx?dispo=true&cite=110-302&full=true&pdf=true>.
- Human Rights Campaign. 2023, May 31. *Resources: Glossary of Terms*. hrc.org. <https://www.hrc.org/resources/glossary-of-terms>.
- NAEYC. 2019a. *Advancing Equity in Early Childhood Education Position Statement*. <https://www.naeyc.org/resources/position-statements/equity>.
- NAEYC. 2019b. "Defining and Recognizing High-Quality Early Learning Programs: NAEYC's 10 Accreditation Standards." *Teaching Young Children* 13 (1). <https://www.naeyc.org/defining-recognizing-high-quality-early-learning-programs>.
- Prevention Institute. n.d. *People, Parks, and Power: A National Initiative for Green Space, Health Equity, and Racial Justice*. preventioninstitute.org. <https://preventioninstitute.org/projects/people-parks-and-power>.
- Salazar, G., K. Kunkle, & M.C. Monroe. 2020. *Practitioner Guide to Assessing Connection to Nature*. North American Association for Environmental Education.
- Wilson, Ruth A. 1994. "Integrating Outdoor/Environmental Education into the Special Education Curriculum." *Intervention in School & Clinic* 29 (3): 156–59. <https://doi.org/10.1177/105345129402900305>.
- Wilson, Ruth A. 2022. *Naturally Inclusive: Engaging Children of All Abilities Outdoors*. Gryphon House.
- U.S. Department of Education. *Individuals with Disabilities Education Act (IDEA)*. n.d. <https://sites.ed.gov/idea/about-idea>.