

A review of research on environmental print.

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Type of Review:	Narrative.
Purpose:	To review and summarize research on environmental print and its role in literacy development.
Inclusion Criteria:	Not Reported.
Search Method:	Not Reported.
Review Method:	Review consists of three sections: (1) A review of constructivism theories about how children construct knowledge starting from the environment around them. (2) A review of what has been found in research about children and environmental print. (3) Suggestions for appropriate uses of environmental print in the classroom
Number of Studies:	Approximately 32.
Population of Participants:	(1) Normally developing children. (2) Children with special needs. (3) Minority children.
Age of Participants:	Nursery to elementary school.
Concerns Raised:	Not Reported.
Outcome Measures of Interest:	(1) Print awareness measures. (2) Reading measures. (3) Word/sentence identification measures. (4) Writing measures.
Conclusion/Results:	Through environmental print present in the natural surroundings, the child develops concepts about print, and forms primitive hypotheses about letters before starting formal education.
Comments:	Useful suggestions for using environmental print in the classroom. Includes sample activities and objectives.