The **Children, Youth and Environments** journal disseminates knowledge and stimulates discussion in support of inclusive and sustainable environments for children and youth everywhere. CYE has a global community and connects the worlds of research, policy, and practice. The CYE journal is a peer-reviewed, multi-disciplinary, online journal, highlighting the physical environments where children and youth live, learn, work, and play. The journal values the capacity of children and young people to meaningfully participate in the processes that shape their lives, and publishes papers from distinct viewpoints, varied approaches, and diverse cultures and regions around the world. The journal offers researchers a high-quality, refereed outlet for sharing work pertaining to the physical environments that impact the lives of children and youth around the world. The journal publishes papers in the form of research articles, field reports and book/media reviews ranging from quantitative and qualitative empirical research; theoretical, methodological, and historical investigations; critical literature reviews; design analyses; post-occupancy evaluations; policy studies; and program assessments.

**Children, Youth and Environments** appeared as a print journal from 1984-1995 as *Children’s Environments Quarterly and Children’s Environments*. In 2003, it was revived as an online journal, which now reaches readers in more than 160 countries. Readers and authors include researchers and practitioners in education, childhood studies, geography, sociology, child and youth development, child welfare, child rights advocacy, development studies, architecture, landscape architecture and design, urban design, and planning. CYE is endorsed by UN-Habitat and guided by a distinguished Editorial Advisory Board.

For more information visit [https://www.cyenetwork.org](https://www.cyenetwork.org)

Cover image is a collage of child drawings from the article Engaging Student Voices and Choices: Developing a Playground for All by Victoria N. Shiver, Peter Stoepker, Duke Biber, and Sadija Zizic.
Acknowledgement of Reviewers in 2023

As editors of Children, Youth and Environments, we count on the informed judgment of our reviewers to make the highest quality research and information available online to scholars and practitioners around the world. In a double-blind review process, a minimum of two experts contribute comments about each paper published in CYE. Their advice is essential to determining whether an article is accepted for publication and invaluable to authors when undertaking revisions. We, therefore, take this opportunity to thank all those who have acted as reviewers for CYE during the last year for your time, energy and commitment to the journal! The following list reflects reviewers of papers in 2023.

— The Editors

Eva Ärlemalm-Hagsér, Mälardalen University; Paula Barros, The Federal University of Minas Gerais; Marissa Bellino, The College of New Jersey; Fátima Bernardo, University of Évora; Mary Boat, University of Cincinnati; Alison Bowers, Stanford University; Johana Evelyn Castilla, University of Stavanger; Sudeshna Chatterjee, WRI-India Ross Centre for Sustainable Cities and Transport; Deb Cushing, Queensland University of Technology; Dawn Denno, University of Cincinnati; Victoria Derr, California State University Monterey Bay; Daniela DiGiacomo, University of Kentucky; Ingunn Fjørtoft, University of South-Eastern Norway; Whitney Gecker, Massachusetts College of Liberal Arts; Ken Gilbertson, University of Minnesota Duluth; Ann Gillard, SeriousFun Children’s Network; Carrie Green, South Dakota State University; Sara Gusler, University of Cincinnati; Jorgelina Hardoy, IIED - America Latina; Laurie Harmon, University of Wisconsin–LaCrosse; Liisa Horelli, Aalto University; Janine Hunter, University of Dundee; Brendon Hyndman, Charles Sturt University; Märit Jansson, Swedish University of Agricultural Science; Garyfallia Katsavounidou, Aristotle University of Thessaloniki; Isami Kinoshita, Chiba University; Tobias Krettenauer, Wilfrid Laurier University; Angela Kreutz, Deakin University; Sukanya Krishnamurthy, University of Edinburgh; Richard Larouche, University of Lethbridge; Allison Lester, University of Cincinnati; Rebecca London, University of California Santa Cruz; Laura Malinin, Colorado State University; Lorraine E Maxwell, Cornell University; Mary-Rose McLaren, Victoria University; Anne Louise Meincke, University of Dundee; Heather Olsen, University of Northern Iowa; Barry Percy-Smith, University of Huddersfield; Linda Plevyak, University of Cincinnati; Jannette Prins, Thomas More Hogeschool; Guy Redmer, Tamkang University; Katie Richards-Schuster, University of Michigan; Sonia Rosen, University of Pennsylvania; Ann Rossmiller, University of Cincinnati; Christina Schulze, ZHAW School of Health Sciences, Miriam Solis, University of Texas at Austin; Dean Sutherland, University of Canterbury; Zeynep Tarcin Turgay, Gebze Technical University; Julia Torquati, University of Nebraska-Lincoln; Irida Tsevreni, University of Thessaly; Willem van Vliet, University of Colorado; Jennifer Vanos, Arizona State University; Susan Wake, Unitec Institute of Technology; Wendy Wakefield, Utah Valley University; Julie Willis, The University of Melbourne; Beichen Yu, The University of Edinburgh; Yuchang Yuan, University of Cincinnati; Martha Zanabria, Universidad Autónoma Metropolitana Xochimilco
Statement on Continued Conflict in Israel and Palestinian Territories

CYE’s Editors would like to reiterate their grave concern for the children, youth and people of Israel and the occupied Palestinian Territories. We invoke the United Nations Children’s Fund’s (UNICEF) call to “protect children and the civilian infrastructure they rely on, and to immediately, and unconditionally, release all civilian hostages held in the Gaza Strip, especially children” (Russell, 2023). Further, we join the United Nations in their call for a full humanitarian ceasefire (Guterres, 2023). We seek to raise awareness to the consequences of conflict and violence on children’s lives and well-being, including death or physical injury, separation from family members, disruptions in healthcare and education, hunger, malnutrition, and exposure to traumatic events (Save the Children, n.d.). We refer our readers to UNICEF, Save the Children, or other humanitarian organizations to stay informed about the plight of our most vulnerable citizens and lend support to the critical work they do “so that all children can fully enjoy all their rights and the conditions for their development that respond to their intrinsic dignity as human beings” (UN Committee on the Rights of the Child, 2023).

CYE is dedicated to bridging theory, research, practice, action, and policy related to protecting children’s environments and promoting their well-being and participation. In the past, CYE has published special issues and other research articles on these and related topics. Although not an exhaustive list, here are a few references in reverse chronological order:

Special Issue (2013). Children, violence, community and the physical environment. Children, Youth and Environments, 23(1), including:


Special Issue (2007). Pushing the boundaries: Critical international perspectives on child and youth participation-Focus on the Middle East and North Africa and Africa. Children, Youth and Environments, 17(3), including:


We call on researchers and practitioners to expand the knowledge base on these topics by submitting proposals for special issues of the journal, research papers, field reports, and position papers that examine how environments, design, and projects and programs influence children and youth who experience war, violence, and conflict, as well as their efforts to organize and advocate for their own safety and well-being in tumultuous circumstances.

References


Call for Submissions

The Children, Youth and Environments Journal is inviting submissions for research articles, field reports, and book/media reviews that contribute to the discourse in the following areas:

- Quantitative and qualitative empirical research
- Theoretical, methodological, and historical investigations
- Critical literature reviews
- Design analyses
- Post-occupancy evaluations
- Policy studies
- Program assessments

For more information about submission guidelines and processes, please visit the CYE submission page. For all additional questions, please contact cyenetwork@gmail.com. We’re excited to read your work!

Call for Field Reports

Do you have an engaging new project or program you would like to share more widely? Would you like to write a report or story about it for CYE?

CYE offers an opportunity to publish brief (3000 words) Field Reports about initiatives around environments for children and youth. This call is for researchers, practitioners, policy makers, community leaders and others involved in creating projects or programs with children and youth to share insights about their work.

A field report tells a real-life story about a specific program or project initiative, that links children and youth to a particular setting or environment in a reflective and informative way. It includes contextual information such as location and participants, a rich description of the initiative from the perspective of those involved and concisely situates the initiative within a theoretical framework. The overall aim is to provide our readers with enough information so that they could develop a similar program or project and benefit from your experience and insights.

Note: Field Reports are not peer-reviewed in the same manner as articles, but undergo an in-house review by the CYE Associate Editors who manage Field Reports. They will provide helpful feedback and support for Field Report authors through to CYE publication. More information is available here: CYE Field Report Guidelines.

We look forward to hearing from potential Field Report authors in the coming year,

Dr. Daniela DiGiacomo and Dr. Sue Elliott
CYE Associate Editors
Inside this Issue

Inside this issue, you will find diverse scholarly work that spans across the globe. We first arrive in the midwestern region of the United States where Ernst and Stelley found that integrating nature-based practices led to significant improvement in preschoolers’ vocabulary growth with some factors varying the interventions effectiveness. Next, we venture across the Atlantic Ocean to Ethiopia where Fikre investigated the various livelihood strategies of children living on the streets of Addis Ababa, with specific focus on their street subculture. Findings suggest that understanding and supporting the needs, skills, and creativity of street children is crucial for effective interventions aimed at improving their lives. Heading north to Ireland, Dagher and Hadfield studied how early adolescents perceive and describe their emotional connection to nature, finding that novel assessment methods and interventions targeting the connectedness to nature among early adolescents are needed. Returning to the United States of America, we arrive in the southeast region where Shiver and co-authors conducted a study that involve students in the decision-making process for school playgrounds by gathering their opinions on current and ideal activity spaces through drawings and focus group interviews that involved students in the decision-making process when designing school playgrounds. Three themes emerged regarding children’s preferred spaces and usage of space.

The issue continues with a peer-reviewed position paper by Banasiak discussing strategies to enhance the patient experience for children during doctor visits by aligning interventions with specific attentional states, such as engagement and distraction. We wrap this issue with a field report from Salcedo and co-authors sharing their participatory action research project at a Hospital in Mexico. The project demonstrates the importance of including the perspectives of children with mental health issues and their parents in shaping their care environments.

Happy reading!
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