Environmental Arrangements

Teacher Implementation Checklist
Part 2

After you're comfortable doing Part 1, use these Part 2 strategies next to help you set up your routines and activities

1. Placement of Materials

- ☐ Materials needed for instruction are easily accessible
- ☐ Highly preferred items are not freely available during instruction
- ☐ Materials are organized so children can find and return them independently

2. Reducing Environmental Distractions

- ☐ Visual clutter is minimized during instruction
- ☐ Competing noises/sounds are reduced when possible
- ☐ The child's response to environmental distractions is monitored

3. Adjusting Based on Child Response

- ☐ I observe how individual children respond to the environment/their surroundings
- ☐ I make changes (e.g., seating, materials, proximity) when needed
- ☐ I evaluate whether changes improve engagement or behavior

4. Structuring Activities Over Time

- □ Activities are short enough for children to be successful
- □ Activity length is increased gradually as skills develop
- □ Less-preferred activities are mixed with more preferred activities
- □ Opportunities for children to communicate are embedded throughout activities

Reflection & Adjustment

If children continue to struggle, I consider adjusting:

- □ physical layout
- □ seating or placement
- □ access to materials
- □ activity length
- □ instructional grouping
- □ level of environmental distraction

Reflection/ Notes:

What is working well?

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What is one small change to try next?

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