Environmental Arrangements

Teacher Implementation Checklist

Part 1

Use the Part 1 checklist first to help you set the physical space, then move on to Part 2.

1. Planning & Setup

- ☐ The room layout allows clear supervision from multiple areas
- ☐ Furniture placement reduces unsafe or problem behavior opportunities
- ☐ Access to unsafe or highly distracting materials is limited
- ☐ Children can move easily between areas without confusion

2. Defining Instructional Spaces

- ☐ Areas are clearly designated for different activities (play, small group, large group)
- ☐ Materials are consistently placed in the same locations
- ☐ Children can learn expectations for each area through routine use

3. Supporting Seating & Placement

- ☐ Children are positioned away from known triggers when possible
- ☐ Seating/placement in the room supports engagement (e.g., not near doors, loud equipment)
- ☐ Placement allows children to attend to instruction and materials

4. Supporting Different Instructional Formats

The environment supports a mix of arrangements:

- □ individual activities
- □ small group activities
- □ large group routines
- □ Space allows children to participate without excessive waiting
- □ Grouping arrangements match children's skill levels and needs

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?

_____

_____

What is one small change to try next?

_____

_____