

What is it?

Arranging and organizing the physical space so all students can see, hear, move freely, and engage to maximize learning and allow for active supervision.

What does it look like?

Working within the space available, the teacher arranges the student learning areas to allow for multiple configurations (circle, rows, groups) to match to the learning activity, while ensuring freedom of movement in a clean and organized space.

Curriculum visuals (e.g. the teaching matrix with school rules, posted routines for behavior and academic skills, etc.) are current.

Why?

Effective arrangement of the Physical Environment...

- Increases on-task behavior,
- Increases perception of safety,
- Supports a respect of others' personal space,
- Makes it easier to use the curriculum visuals,
- Allows for teacher movement (Active Supervision)

Trauma-Lens?

A well-designed classroom environment promotes of sense of safety and security for students impacted by trauma.

How?

Class-wide: Define spaces, organize storage, reduce clutter and old materials.

Complete a visual scan of curriculum materials posted throughout the space. Is the content still relevant? Does it reflect the most current behavior and academic curriculum? Ensure these tools are in locations where they are needed and easily referenced by teachers and students.

Whole group: Arrange seating so all students can engage; Develop and post routines for safely and efficiently moving desks into different arrangements.

Small group: Arrange seating so all students can equally participate, limit distractions.

Tips?

- Partner up for peer feedback; invite a colleague to view your space to make recommendations for improvement.
- Review data on recent behaviors and consider how the physical environment contributed, and could be adjusted, to reduce future occurrences.
- Have students practice transitioning furniture into diagrammed arrangements.
- Include options for multiple arrangements to support learning activity, such as:

Desks in Rows

Whole group instruction; Assessments; Attention toward one instructional location (e.g. "board")

Desks in Clusters

Small group and cooperative learning.

Desks in Circle/U-Shape

Encourages discussion and participation.

Self-and Peer-Observational Assessment Tool for:
Arrange Orderly Physical Arrangement

Observe and monitor the three components of physical arrangement during 10-20 minutes of activity and during predictable problematic time periods:

Assessment Type (circle): Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up
School: **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

Yes = 2		Somewhat = 1		No = 0	
	Traffic patterns are always clearly defined and allow movement without disrupting others		Traffic patterns are clearly defined and allow movement without disrupting others somewhat of the time.		Traffic patterns are not clearly defined and do not allow movement without disrupting others, or there are unsafe areas.
	Staff/students have easy access to enter/exit classroom		Staff and students have easy access to enter/exit classroom 50% of the time.		There is not easy access for entering/exiting classroom
	Materials are clearly labeled, easily accessible, and organized for ease of use		Some of the materials are clearly labeled, easily accessible and organized for ease for use		Materials are not clearly labeled, are not accessible or organized
	Only current or relevant materials from the behavior/academic curriculum are displayed		Current behavior/academic curriculum is visible, yet some displayed materials from the previous curriculum are still displayed.		Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated.