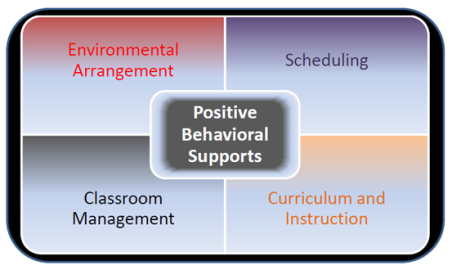
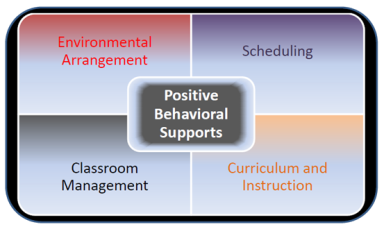
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**21st Century Learning Environments**

**Reflection Tool**

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| **A. ENVIRONMENTAL ARRANGEMENT** | |
| A-1 | Each area within the learning environment is organized in a manner that promotes learning and independence. |
|  | Are the walls, floors, and furniture clean, in good repair, and free from hazards? |
|  | Does the physical structureof the learning environment support student learning and behavior during:   * 1:1 teaching? Y/N * Small group instruction? Y/N * Large group instruction? Y/N * Independent work? Y/N |
|  | Is increased stationary physical structure*(strategic placement of desk, dividers, partitions, etc.)* needed such as:  3-sided, 2-sided, or an open physical structure? |
|  | Is increased portable physical structure*(portable screen, portable divider, portable desk-top study carrel, etc.)* needed to support learning/behavior/independence during targeted times of the day? |
|  | Would a change in the **traffic flow** of anyinstructional areas in the classroom be helpful for students? |
| A-2 | Each instructional area within the learning environment is clearly defined, readily apparent, and labeled for specific instructional tasks *(whole group, small group, independent work, break/leisure, learning centers, etc…).* |
|  | Are specific and distinct instructional areas *(placement of furniture, use of rugs, taped outlines/visual cues on the floor, labels, color coding, etc.)* visually clear to the students? |
|  | Are areas for the students’ personal belongings *(lunch box, snack items, book bag, work supplies, personal items, finished work, etc.)* and instructional materials visually clear, well organized and easily accessible*?*  Do all students have secure and adequate spaces for personal storage? |
| A-3 | Arrangement of the areas within the learning environment allows for continuous supervision of all students at all times. |
|  | Does the room arrangement allow for clear and ongoing staff supervision of students throughout the day? |
|  | Is staff stationed in the most effective location to provide ongoing supervision of all students? |
| A-4 | Furniture, learning materials, and sensory items are developmentally and age appropriate, organized, and readily accessible for student use. |
|  | Is the furniture *(desk, tables, chairs)* the appropriate size/shape/etc. for students? |
|  | Is optional seating available for students that have sensory needs? |
|  | Are sensory materials available for students and accessible when needed? How does a student request sensory materials if the items are not accessible? |
|  | Are instructional materials organized, labeled and waiting for each instructional activity? |
| **If appropriate to the student population:** | |
| A-5 | An area within the learning environment is clearly designated, prepared, and available for self-calming and individual sensory needs, including an individualized data collection procedure. |
|  | Are available sensory materials appropriate for this student? |
|  | Is the self-calming area of the classroom in the best location for this student’s use? Is the area relaxing and inviting? |
|  | Has the student been provided with an individualized visual self-calming sequence and taught how to use it? How long to stay in the area? What will happen after he/she leaves the area? |
|  | Is there an effective system in place for cuing this student as to when he/she needs to use this area? Is there a system in place for the student to request the use of the calming area? |
|  | Has the student been taught how to use the calming area? Has the student provided input? |