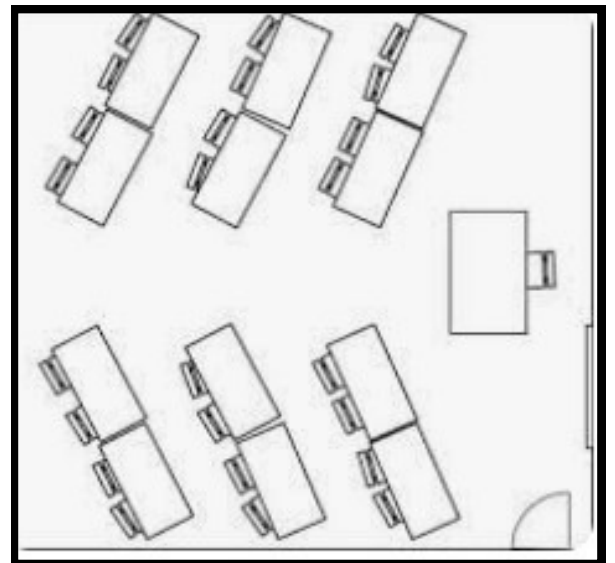
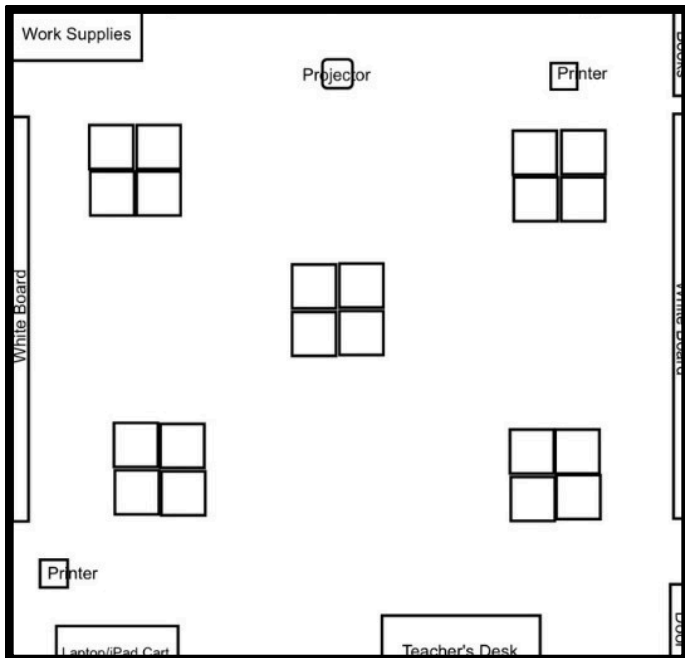


Classroom Layouts
How do the desks dictate learning?



Reflection Questions		Notes
The environment is sensory friendly to the cultural context (vestibular/proprioceptive outlets, established norms, sensory diets for students in need).	Y/N	
There are no barriers that will create issues for a student regardless of disability.	Y/N	
The classroom is universally designed (all individuals have access). Rather than designed for the hegemonic student (the most prominent/dominant student).	Y/N	
The technology is accessible to all. (Do you need assistive technology to provide access for some?)	Y/N	
There is a culture in place for students to seek assistance. The instructor seeks feedback?	Y/N	
The classroom is designed for flexibility and student choice.	Y/N	
The materials are easily accessible.	Y/N	
The environment is helpful for students with academic or behavioral difficulty.	Y/N	
The environment is sensory friendly to the temporal context (proactive scheduling, consistent routines, movement breaks).	Y/N	
There are word walls, strategy posters, rubrics, content/reference information (maps, strong word for writing).	Y/N	
The behavior expectations are posted (linked to the matrix).	Y/N	
There is an informational area (notices, menus, bus schedule, activity schedule).	Y/N	
The environment is sensory friendly to the physical context.	Y/N	
Student work is displayed (“personal best” display).	Y/N	
There are places for students to reset (calming cafe, quiet nook, break space).	Y/N	
There is limited use of overhead/fluorescent lighting.	Y/N	
There is ample personal space.	Y/N	
There is limited visual stimuli (good balance of negative/positive space).	Y/N	
Students can easily share answers with a partner.	Y/N	
Students are facing teacher during instruction.	Y/N	
The environment increases student-initiated questions.	Y/N	
The layout facilitates student discussion.	Y/N	
The layout is helpful during independent learning time.	Y/N	
The environment offer flexible seating and movement.	Y/N	
The traffic flow is easy to follow with attention to possible congestion zones.	Y/N	
The teacher has proximity and access to all students. They can easily circulate.	Y/N	
The environment is sensory friendly to the social context.	Y/N	
There are alternative seating options.	Y/N	
The environment encourages partner and group work.	Y/N	
The environment facilitates self-regulation and zones of regulation tools.	Y/N	