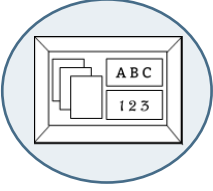
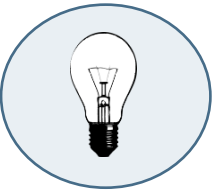

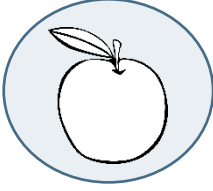
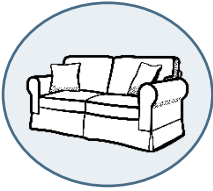



# Classroom Environment Checklist



When designing a classroom environment, you must take into account stressors that may be present that can impact a child’s learning and behaviour. Using the checklist below, identify what you have in place and what you can strive towards to make your classroom as Self-Reg friendly as possible.

Stressor	Classroom as the “Third Teacher” Examples
<p><b>Visual Clutter</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> All surfaces (e.g. desks, shelves) in the classroom are free of excess clutter</li> <li><input type="checkbox"/> Walls and bulletin boards are organized with information grouped simply</li> <li><input type="checkbox"/> Desk sized copies of tools usually displayed on walls (e.g. number or letter lines) are available to students, and neatly put away when not being used</li> <li><input type="checkbox"/> Desk top study carrels to reduce visual input when working at a desk</li> <li><input type="checkbox"/> The floor is clear and clean</li> </ul>
<p><b>Lighting</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lighting is adjusted throughout the day according to the arousal needs of the classroom</li> <li><input type="checkbox"/> Natural lighting is maximized where available</li> <li><input type="checkbox"/> Fluorescent lighting is minimized where possible</li> <li><input type="checkbox"/> Differently lit areas are available for students to access, based on their preferences (a bright area, and a dimmer lit area)</li> <li><input type="checkbox"/> Curtains to create a darker area and use of lamps for ambiance</li> </ul>
<p><b>Noise</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Excess noise is reduced where possible (e.g. weather stripping on doors)</li> <li><input type="checkbox"/> Reverberation is reduced (e.g. carpets, egg cartons on walls)</li> <li><input type="checkbox"/> Noise cancelling headphones or earbuds are available or allowed</li> <li><input type="checkbox"/> Electrical humming from lights, heating/cooling vents, electronics, etc. is minimized</li> <li><input type="checkbox"/> A non-startling noise used to indicate class change overs or breaks (e.g. a rain stick)</li> </ul>
<p><b>Hydration &amp; Nutrition</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access to water at desk</li> <li><input type="checkbox"/> Regular hydration breaks available throughout the day</li> <li><input type="checkbox"/> Healthy meals served from the cafeteria</li> <li><input type="checkbox"/> Encourage healthy snacks</li> <li><input type="checkbox"/> Spare water and healthy snacks in classroom</li> </ul>

<p><b>Seating Options</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> A variety of seating or standing options available (tick all available) <ul style="list-style-type: none"> <li><input type="checkbox"/> Standing desks or surfaces</li> <li><input type="checkbox"/> Peddle desks</li> <li><input type="checkbox"/> Stationary bike with an easel</li> <li><input type="checkbox"/> Bean bag chairs</li> <li><input type="checkbox"/> Couch</li> <li><input type="checkbox"/> Carpeted open floor space</li> </ul> </li> <li><input type="checkbox"/> Students are able to use these options throughout the day</li> </ul>
<p><b>Smells</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> No perfume</li> <li><input type="checkbox"/> Minimize food smells</li> <li><input type="checkbox"/> Scent free, or neutral scent cleaning supplies</li> <li><input type="checkbox"/> Minimize smoking related scents</li> </ul>

<b>Other Considerations</b>	
<p><b>Micro-environments</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A variety of spaces within the classroom which promote/enable up- or down-regulation for students to self-select to meet their Self-Reg needs</li> </ul>
<p><b>Teaching Students about Stressors</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students understand how stressors can impact their energy and tension levels</li> <li><input type="checkbox"/> Students know what is in place in their environment that help them <ul style="list-style-type: none"> <li><input type="checkbox"/> Up-Regulate</li> <li><input type="checkbox"/> Down-Regulate</li> </ul> </li> <li><input type="checkbox"/> Students know the process, expectations and feel empowered to access any tool they need to support their self-regulation</li> <li><input type="checkbox"/> Students know how to safely use all equipment available to them</li> </ul>