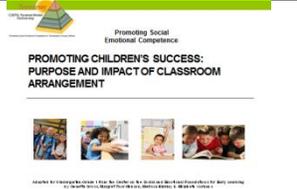


Module 1.4 Project B.A.S.I.C.: Promoting Children's Success: Purpose and Impact of Classroom Arrangement, Presenter's Script

	<p>Slide 1</p>
	<p>Slide 2:</p> <ol style="list-style-type: none"> 1. In this session, we will be focusing on creating quality supportive classroom environments. 2. Well-designed environments support children's appropriate behaviors and make it less likely that children will need to engage in challenging behavior. 3. In addition, environments can be designed to teach children expectations and to promote their engagement and interactions.
<p>Discussion: Not that Store!</p> <ul style="list-style-type: none"> - Think of a store you where you hate to shop - Imagine yourself in that store - Think about what really bothers you about shopping there - Do any of these characteristics apply to early elementary classrooms? - How might children behave when the classroom has these characteristics? <p><small>Slide from Room Arrangement in a Learning Strategy: Design & Strategy 2008</small></p>	<p>Slide 3:</p> <ol style="list-style-type: none"> 1. Ask participants to think of a store where they hate to shop and to imagine themselves in that store. Direct them to think about what really bothers them about shopping there. 2. Allow a few minutes for participants to think about their experiences. <ul style="list-style-type: none"> • Invite participants to share their ideas with the group. • Record responses on chart paper • Possible Responses: <ul style="list-style-type: none"> • Store is disorganized, too small, too big, too crowded • Hard to find what is needed, items/areas are not well labeled, items are out of reach, advertised items are out of stock • Clerks are unavailable/hard to find or hover constantly • Strong odors, loud music, poor lighting • Selection is limited, have to go all over the store to get what is needed 3. Talk through the list, drawing parallels between the store and an early childhood classroom. <ul style="list-style-type: none"> • Possible responses: <ul style="list-style-type: none"> • Running in the classroom • Fighting over toys • Wandering around, unable to choose activities • Becoming easily distracted, having trouble completing tasks • Continually intruding on other's work spaces • Misusing materials/resisting clean up 4. Poorly planned environments are unappealing and ineffective, whether for they are stores for adult shoppers or classrooms for young children
<p>Discussion: Comfortable & Content</p> <ul style="list-style-type: none"> - Imagine you are any place in the world that makes you comfortable and content, at no expense and with no worries. - Take a few moments to imagine yourself in that place. - Notice the sights, sounds, smells, and sensations - Identify the essential qualities of that place -- what drew you to it? <p><small>Slide from Room Arrangement in a Learning Strategy: Design & Strategy 2008</small></p>	<p>Slide 4:</p> <ol style="list-style-type: none"> 1. Have participants imagine themselves someplace that would make them feel comfortable and content. <ul style="list-style-type: none"> • Ask participants to take note of the surroundings and to define what makes them feel comfortable and content 2. Ask participants to share the places they imagined and the qualities that attracted them to that place <ul style="list-style-type: none"> • Note:

	<ul style="list-style-type: none"> • How many chose places to work, play, or relax? • How many found themselves indoors or outdoors? • How many were alone, in a large group, with strangers, with family/friends? <ul style="list-style-type: none"> • Record the essential qualities of the places on chart paper <p>3. Ask how many participants would have liked to stay in their places longer. Point out that an increasing number of children are spending most of their waking hours in early childhood programs. We need to make early childhood environments as comfortable and familiar as possible, as well as interesting and challenging.</p>
<p>Goal of Classroom Arrangement</p> <p>Places that are attractive, comfortable, and well organized have a positive effect on behavior, feelings, and the ability to work efficiently and productively</p> 	<p>Slide 5: Review goal statement.</p>
<p>Discussion: Why Should I ??</p> 	<p>Slide 6: Sometimes teachers feel this way... how can we respond? Introduce next 3 slides: Environmental arrangement is even important at the adult level... let's see what some businesses are doing to influence your behaviors!</p>
	<p>Slide 7:</p> <ol style="list-style-type: none"> 1. Did you know that women shoppers account for 45% of electronic purchases made annually? Best Buy does... 2. Best Buy spent thousands of dollars on research to develop a store concept that would be more appealing to women shoppers. 3. They redesigned several key areas of the store to target women. <ul style="list-style-type: none"> • Bathrooms <ul style="list-style-type: none"> • “Women judge the store and its brand based on how clean the bathrooms are,” explains Gilbert. • In response, they got 250-square-foot bathrooms with pedestal sinks, glass-tiled walls, wood-grain stalls, globe lighting above extra-large mirrors, pendant lighting for make-up, and piped-in soft music and scents. • Lighting <ul style="list-style-type: none"> • The bright, blasting lighting that’s typical in larger retail spaces also proved unpopular. • So Best Buy reduced the amount of metal halide light overhead, added some lower-wattage, home-like lighting levels. • And because women also found the store too noisy, the home theater and sound system product areas were placed at the back of the store, with musical instruments in a soundproof room. • Organizational Layout <ul style="list-style-type: none"> • New directional signage was designed so that customers could assess the entire space in about 3 to 5 seconds • Aisles were made cleaner and less cluttered, and fixtures throughout the store were lowered to 60 inches with no merchandise on top of them so that female customers (average height: 5 feet 4 inches) have open lines of sight no matter where in the store they are.

<p>Classroom Arrangement</p> <p>The physical arrangement of your classroom impacts your learning environment in 2 ways.</p>  <ol style="list-style-type: none"> Promoting engagement Preventing challenging behavior 	<p>Slide 8:</p> <ol style="list-style-type: none"> When we consider the design of the physical environment, we are trying to do two things: promote engagement and prevent challenging behavior. We will talk about two sets of strategies related to the physical design of the environment: traffic patterns and designing learning centers.
<p>Classroom Arrangement and Design: Traffic Patterns</p> 	<p>Slide 9:</p> <p>Ask for each picture:</p> <ol style="list-style-type: none"> What has or hasn't the teacher done to prevent a runaway? What has or hasn't the teacher done minimize obstacles? What if there is a child with limited mobility? <p>These are the major issues when considering the traffic patterns in your classroom:</p> <ul style="list-style-type: none"> Minimize large open spaces in which children can run, etc. Minimize obstacles. Consider environmental arrangement as it applies to children with physical or sensory (e.g., blindness) disabilities.
<p>Classroom Arrangement and Design: Teaching Strategies</p> <p>The teaching strategies you use are important to think about when designing a quality learning environment:</p> <ul style="list-style-type: none"> How is the majority of your class time spent? From where in the room do you teach? Where is your desk? Where is the board where you write or give assignments? What is your noise level tolerance? 	<p>Slide 10:</p> <p>There are multiple strategies used in teaching. Creating an environment to use multiple teaching strategies can be challenging, however, children's learning and engagement can be enhanced by a well-planned multi-use space.</p>
<p>Classroom Arrangement and Design: Create Learning/Play Centers that:</p> <ul style="list-style-type: none"> Meet the goals of subject area, while keeping them interesting to children. Are relevant to children's needs, interests, and lives Are highly engaging and interesting Use a variety of materials and activities that address different learning styles Are changed and rotated on a regular basis 	<p>Slide 11:</p> <p>Centers need to be highly engaging and interesting to children. Build on children's interests by including materials and activities that children enjoy or express an interest in. If children all tend to stay in one or two centers that would suggest that the other centers are not engaging or interesting to children.</p>
<p>Classroom Arrangement and Design: Learning Centers</p> <p>Physical Design</p> <ul style="list-style-type: none"> Clear boundaries Visibility Visual prompts for activities Adequate number of centers Size and location of centers Organization of materials Preparation of instructional and engaging centers 	<p>Slide 12:</p> <ol style="list-style-type: none"> Many of the environmental changes we can make in learning centers will increase the likelihood of children being engaged and decrease the likelihood of challenging behaviors occurring. <ul style="list-style-type: none"> There are 2 aspects of planning learning centers—the physical design and the actual content of the materials and activities that occur in each center. Have clear boundaries so that children know where the center begins/ends, and so that children are not crowded together. Make sure that all children are visible to adults and that adults are visible to children. When learning centers are closed for some reason, indicate that the centers are closed by using visual prompts such as sheets or blankets, circles with a slash through them, etc. Have enough centers for the number of children in your care and enough materials within the centers so that children are engaged and not continually arguing over materials. Consider the size of centers and the location of centers. Use developmentally appropriate and creative ways to limit the number of children in centers if this is necessary (e.g., laminated cards containing children's names that can be moved into pockets at the center as opposed to a sign saying "2 children only"). Organize materials and keep them in appropriate places, taking into consideration children's development of independence skills. Have centers organized and ready to go when children arrive.

Boundaries & Transitions



Slide 13:

1. The teacher has used several strategies to create clear boundaries in her classroom.
 - The fence marks off a play area from a line up area
 - The colored feet mark each child's individual line up space
 - The stop sign on the door marks an out-of-bounds area
2. The lower picture has numbers and colors marking the line up area. **On click**
 - Allowing for an instructional transition
 - These can be used for number recognition, number line, addition/subtraction
 - Identifying colors – primary and color creating (red/yellow = orange)

Visibility



Slide 14:

1. How has this teacher created or limited visibility for herself? (prek)
 - Teacher placement has to be strategic for her to see all areas of the classroom
 - Block area has poor visibility
 - Children also have poor visibility
2. How has this teacher created a atmosphere of cooperative learning?
 - Accessibility/Movement limited
 - If the teacher uses the board anywhere in the classroom what happens?

How has this teacher created or limited a runway around the room

Physical Environment:

Discuss these two writing centers.



Strengths?
Concerns?

Slide 14:

The upper center seems more organized... but:

1. It may not communicate the message that children can play here (looks more like an adult or teacher workspace)
2. There are no real writing examples or suggestions for what children can do here
3. There is no chair
4. How many children can play here? There is no indication

The lower center seems more disorganized...

1. How many children can play here? (chalk board says 3, shelf says 2, there are 4 chairs)
2. What do we do here? Can we color on the dolls? (sitting in the bin on the floor)

Activity: Action Planning

- Think of your classroom
- What can you change to create a more supportive environment?
- Think of a child who has more significant challenging behavior
- What could you change in your environment to help support that child?



Slide 15:

1. Refer participants to their Action Plans
2. Working with your classroom staff, discuss changes you might make to your classroom arrangement to create a more supportive environment?
3. Think of a specific child with a challenging behavior
 - What changes can you make to decrease the challenging behaviors?

ADDITIONAL RESOURCES

You might consider distributing the Environment Section of the Inventory of Practices to help staff develop action plans

What Works Brief #6 - Using Environmental Strategies to Promote Positive Social Interactions

Questions?



Slide 16