



What is it?

Arranging and organizing the physical space so all students can see, hear, move freely, and engage in order 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. Incorporate routine and predictability.

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.

Developed through the ongoing research and shared knowledge of many partners, including the National TA Center on PBIS, Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri PBIS, Lincoln Public Schools, Brandi Simonsen (UConn) & Diane Myers (Texas Women's University).

Self-Report and/or Peer Observation Tool

Observe and monitor the three components of physical arrangement during 10-20 minutes of activity and during predictable problematic times.

Assessment Type (circle): Self-Report or Direct Observation

School:

Teacher:

Date:

Time:

Schedule (circle): Baseline or Follow-up

Grade:

Subject:

Room:

Yes = 2		Somewhat = 1		No = 0	
	Traffic patterns are clearly defined and allow movement without disrupting others.		Traffic patterns are clearly defined and allow movement without disrupting others 50% 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 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 content, lesson, or activity are displayed.		Current behavior/academic curriculum is visible, yet some materials from the previous curriculum are still displayed.		Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated.

Also consider using the [FLPBIS Classroom Assistance Tool \(CAT\)](#).

The CAT is a comprehensive tool to review classroom systems including environmental factors, classroom behavior systems, and curriculum and instruction.

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