

Handout 4.4: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
4. Designs the physical environment	3	2	1	YES	NO	
<input type="checkbox"/> Arranges traffic patterns in classroom so there are no wide open spaces						
<input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room						
<input type="checkbox"/> Clearly defines boundaries in learning centers						
<input type="checkbox"/> Arranges learning centers to allow room for multiple children						
<input type="checkbox"/> Provides a variety of materials in all learning centers						
<input type="checkbox"/> Designs learning centers so that children spend time evenly across centers						
<input type="checkbox"/> Considers children's interests when deciding what to put in learning centers						
<input type="checkbox"/> Makes changes and additions to learning centers on a regular basis						
<input type="checkbox"/> Visually closes learning centers when they are not an option for children to use						
Comments:						
5. Develops schedules and routines	3	2	1	YES	NO	
<input type="checkbox"/> Designs schedule to include a balance of large group and small group activities						
<input type="checkbox"/> Designs schedule to minimize the amount of time children spend making transitions between activities						
<input type="checkbox"/> Implements schedule consistently						
<input type="checkbox"/> Teaches children about the schedule						
<input type="checkbox"/> Provides explanations when changes in the schedule are necessary						
Comments:						

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				YES	NO	
6. Ensures smooth transitions	3	2	1	YES	NO	
<input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do						
<input type="checkbox"/> Teaches children the expectations associated with transitions						
<input type="checkbox"/> Provides warnings to children prior to transitions						
<input type="checkbox"/> Individualizes the warnings prior to transitions so that all children understand them						
Comments:						
7. Designs activities to promote engagement	3	2	1	YES	NO	
<input type="checkbox"/> Plans and conducts large group activities with specific goals in mind for the children						
<input type="checkbox"/> Varies the topics and activities in the large group from day to day						
<input type="checkbox"/> Provides opportunities for children to be actively involved in large group activities						
<input type="checkbox"/> Varies speech and intonation to maintain the children's interests in the large group activity						
<input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in large group activities						
<input type="checkbox"/> Plans and conducts small group activities with specific goals in mind for each child						
<input type="checkbox"/> Plans and conducts fun small group activities						
<input type="checkbox"/> Uses peers as models during small group activities						
<input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in small group activities						
<input type="checkbox"/> Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity						
<input type="checkbox"/> Uses a variety of ways to teach the expectations of specific activities so that all children understand them						
Comments:						

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Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
8. Giving Directions	3	2	1	YES	NO	
<input type="checkbox"/> Gains child's attention before giving directions						
<input type="checkbox"/> Minimizes the number of directions						
<input type="checkbox"/> Individualizes the way directions are given						
<input type="checkbox"/> Gives clear directions						
<input type="checkbox"/> Gives directions that are positive						
<input type="checkbox"/> Gives children time to respond to directions						
<input type="checkbox"/> Gives children choices and options when appropriate						
<input type="checkbox"/> Follows through with positive acknowledgments of children's behavior						
Comments:						
9. Establishes and enforces clear rules, limits, and consequences for behavior	3	2	1	YES	NO	
<input type="checkbox"/> Identifies appropriate classroom rules with children						
<input type="checkbox"/> Teaches rules in developmentally appropriate ways						
<input type="checkbox"/> Provides opportunities for children to practice classroom rules						
<input type="checkbox"/> States rules positively and specifically (avoids words "no" and "don't" as much as possible)						
<input type="checkbox"/> Keeps rules to manageable number (3-6)						
<input type="checkbox"/> Frequently reinforces children for appropriate behavior						
<input type="checkbox"/> Identifies consequences for both following and not following rules						
<input type="checkbox"/> Makes sure all adults in classroom know rules and consequences						
<input type="checkbox"/> Enforces rules and consequences consistently and fairly						
Comments:						

(Excerpt from Inventory of Practices for Promoting Social Emotional Competence)