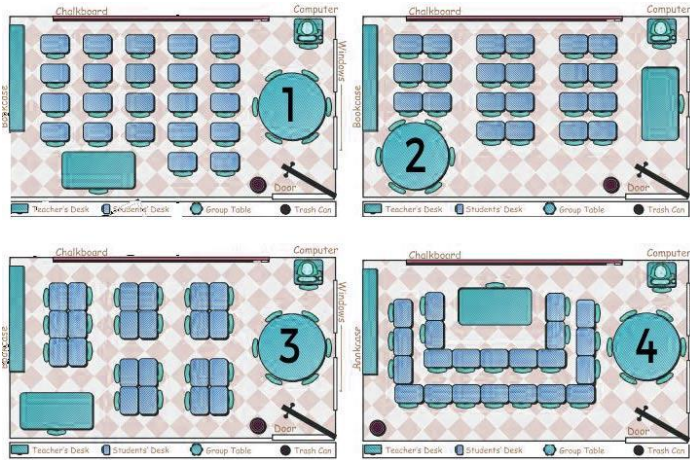




Considering Executive Skills in the Classroom: Physical Classroom Set Up

Important things to consider universally (for all students) include:



- Student Needs
 - number of students
 - student age
- Teacher Needs
 - Where will your teacher desk go? Or will you have one?
 - If you have a teacher desk, which direction will it face? Why?
 - What kind of storage do you need for your materials?

- Distractions
 - Is your classroom next to the gym or the music room?
 - Is your classroom in a portable?
 - Do the windows face a playground or a parking lot?
 - Do parents wait outside of your classroom?
- Learning Opportunities - Interactions and Skill Development
 - What kinds of interactions do you want to encourage/discourage?
 - Which skills do you hope that your arrangement will foster?
 - How and when will you teach these skills?
- Change - student needs evolve throughout the year.
 - How will you change your physical space?
 - Will you invite student input?
 - Will you have a discussion?
 - Will you conduct a survey?
 - Will you change things based on your own decisions and knowledge of student needs?
 - Will you move the furniture after the students are gone? Or will you have the students move their desks and chairs?
 - Will it be random?
 - Will you have a lottery?
- What other spaces will your students need?
- What else do you need to consider?

Supporting Executive Skills

Important things to consider to support executive skills include:



- Student materials
 - Where will the student materials be?
 - How will they be organized?
 - How will they be distributed?
 - Where are planners/agendas kept? Where/When do they get handed in?
- Organization
 - Where does work get handed in?
 - Where will homework be posted?
 - How can you make the coat area efficient?
 - What happens when students are away?
- Where is your clock?
 - What kind of clock is it?
 - Do your students know how to tell time?
 - Does it have time markers on it? (See Sarah Ward)
 - Will you address Time Robbers? (See Sarah Ward again.)
 - Do you have a Time Timer? Is it for the whole class?
- Where is your Shape of the Day going to be posted?
 - Will it have visuals?
- Where are the pathways?
 - Are you in a portable? Does it have a washroom?
- What else do you need to consider to support executive skills?

Supporting Regulated Learning

Important things to consider to support regulated learning include:



- Student seating
 - What kinds of seating?
 - Are they assigned seating or do they have a choice?
 - What supports do they have for working in specific kinds of seating?
- Student desks/tables
 - What kinds of workspaces?
 - Are there spaces for group work?
 - Individual work?
 - Are workspaces assigned or do they have a choice?

- Lighting
 - What choices do you have for lighting? Are the classroom lights flexible?
 - Do you have alternate lighting (i.e., lamps, fairy lights)?
 - Will you invite student input or not?
 - Will you have a discussion?
 - Will you conduct a survey?
 - Will the lighting be changed?
 - Throughout the day?
 - In different seasons?
 - In response to activities?
 - If so, who decides on those changes?
- Sound
 - How do you control the sound/noise in your classroom? Outside your classroom?
 - How much control do your students have over the sound/noise they experience?
 - Are there workspaces where they can be louder if necessary?
 - Inside your classroom?
 - Outside your classroom?
 - What options are available to students who have difficulty with the volume?
 - Do they have headphones?
 - Do they have access to a quiet workspace inside your classroom? Outside your classroom?
 - Can students request changes to the classroom “noise” level?
- Learning spaces inside and outside the classroom
 - Designated areas for specific kinds of learning (i.e., lesson area, arts/project spaces, seasonal displays, conference area, writing table, hallways, book nook inside the classroom, library outside the classroom, outdoor learning spaces, etc.)
- Partner and/or collaborate with other staff

Supporting Regulated Energy

Important things to consider to support regulated energy include:



- Student seating
 - What kinds of seating?
 - Are they assigned seating or do they have a choice?
 - What supports do they have for working in specific kinds of seating?
- Student desks/tables
 - What kinds of workspaces?
 - Are there spaces for group work?
 - Individual work?
 - Are workspaces assigned or do they have a choice?
- Sound
 - How do you control the sound/noise in your classroom? Outside your classroom?
 - How much control do your students have over the sound/noise they experience?
 - Are there workspaces where they can be louder if necessary?
 - Inside your classroom?
 - Outside your classroom?
 - What options are available to students who have difficulty with the volume?
 - Do they have headphones?
 - Do they have access to a quiet workspace inside/outside your classroom?
 - Can students request changes to the classroom “noise” level?
- Eating and drinking
 - Are students allowed to eat and/or drink in your classroom outside of traditional times?
 - How do you manage this?
 - Where is food/drink stored?
- Regulation & Break Spaces - inside and outside the classroom (Norms)
 - Designated areas for regulation
 - What is the purpose of break or space?
 - Is it a brain break or body break or a combination?
 - Are they recharging, resetting, powering up or powering down?
 - Do they know?
 - When do they go? Who do they tell? Who do they go with?
 - What is their job/purpose when they are there?
 - What do they do? How long do they do it?
 - How do they return to class? What do they do when they return to class?
- Partner and/or collaborate with other staff.