

SUCCESS IN SPECIAL ED

Beginning
of the
School Year

CLASSROOM LAYOUT

with Ayo Jones, M.Ed. from
Noodle Nook



TERMS OF USE

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Best way to keep in touch is by snagging our monthly Monday Minute that has a FREE RESOURCE for you! [CLICK HERE!](#)

Structured Classroom Layout

Welcome to the Structured Classroom Layout Checklist! This printable resource is designed to guide you in creating a well-organized and student-centered classroom environment. Here's how to use it effectively:

1. **Print the Checklist:** Begin by printing out the provided checklist. You can keep a physical copy for reference as you work on your classroom layout.
2. **Step-by-Step Guidance:** The checklist is divided into sections, each focusing on a specific aspect of classroom layout. Read through each section to understand the key considerations and actions for that aspect.
3. **Classroom Analysis:** As you go through each point, reflect on your current classroom setup. Consider how you can incorporate the suggested ideas and strategies to enhance your classroom environment.
4. **Tick Off the Boxes:** For each point in the checklist, tick off the boxes that resonate with your classroom needs and goals. These points are designed to help you create a classroom layout that supports diverse learning styles, behavior management, and engagement.
5. **Action Steps:** Use the checklist as a roadmap for making changes in your classroom. Refer to the specific actions outlined in each section to guide your layout adjustments.
6. **Customization:** While the checklist provides general guidance, feel free to customize it based on your classroom's unique characteristics and the needs of your students.
7. **Reflection:** Take a moment to answer the reflection questions provided under the "Classroom Layout Questions" section. These questions will help you think critically about your classroom layout's effectiveness and identify areas for improvement.

Notes to Self:

CLASSROOM LAYOUTS

Structured Classroom Layout Checklist

As we gear up for the new school year, with its diversity of students and their individual needs, let's ensure we have a toolkit of essential supports at the ready. These supports can make a world of difference in fostering an inclusive classroom:

Creating a Classroom that Succeeds

- Have I crafted an organized learning environment tailored to diverse needs?
- Are there clear zones for various activities, fostering predictability?
- Have I prioritized safety, accessibility, and smooth movement for all?
- Does the layout encourage engagement and collaboration?

Structured Classroom Layout for Instructional Time

- Have I analyzed student needs and teaching styles for an effective layout?
- Have I designated areas based on activity types, considering group time and independent work?
- Am I avoiding large group settings to enhance engagement?

Defining Spaces for Behavior Success

- Have I planned barriers and obstacles to deter elopement risks?
- Am I integrating Behavior Intervention Plans (BIPs) effectively?
- Have I included calm-down spaces, sensory areas, and isolation stations?
- Have I incorporated visual cues, timers, and calming tools for positive outcomes?

Strategizing Entry and Exit Dynamics

- Have I mapped out student entry and exit pathways?
- Have I created visuals to guide behavior-based transitions?

Visualizing Behavior-Focused Spaces

- Have I designed calming corners with sensory tools?
- Are isolation stations established for emotional resets?
- Have I implemented visual timers and sensory jars?
- Are students empowered with behavior choice boards?

Structured Classroom Layout for Classroom Management

- Have I ensured an unobstructed line of sight for supervision and engagement?
- Are there designated zones for transitions like lining up and dismissals?
- Have I provided clear visual labels for enhanced comprehension?
- Have I seamlessly integrated visual cues into schedules for uniformity?

Classroom Layout Questions

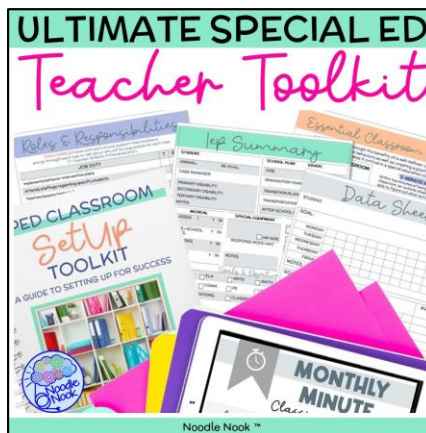
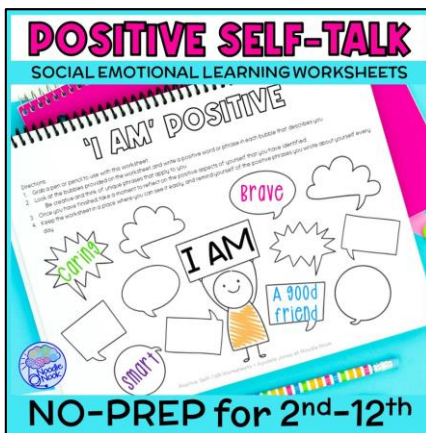
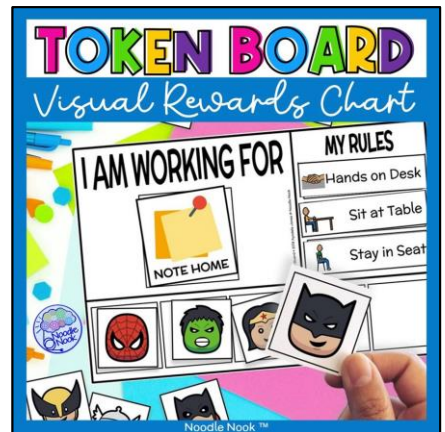
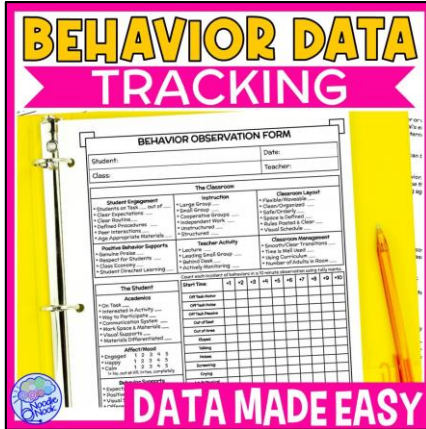
- Have I considered how to cater to individual student needs?
- Does the layout encourage learning and engagement?
- Is safety and accessibility promoted by the layout?

CLASSROOM LAYOUTS

Success Essentials

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Try some additional reading to help plan for transition, use great instruction in the classroom, and get answers to some of your most common questions at www.NoodleNook.Net



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Classroom Layout Reflection Sheet

As you complete this reflection sheet, remember that your efforts in crafting an effective classroom layout contribute to creating an environment that fosters learning, positive behavior outcomes, and the holistic growth of each student.

Classroom Setup:

- ✓ Zone Labels and Purpose: Are the different areas of the classroom clearly labeled with their specific purposes?
- ✓ Visual Supports: Are visual cues like schedules, labels, and visuals effectively helping students navigate the classroom?
- ✓ Distraction Management: Have efforts been made to minimize visual and auditory distractions in the classroom?
- ✓ Flexible Seating: Is flexible seating available to accommodate students' comfort and sensory needs?

Behavior and Transition Zones:

- ✓ Barriers and Entry Points: Are there barriers to deter elopement risks, and have safe entry points been defined?
- ✓ Behavior Plans: Are Behavior Intervention Plans (BIPs) effectively integrated, including calm-down spaces and sensory areas?
- ✓ Visual Supports for Behavior: Are visual cues, timers, and calming tools supporting positive behavior outcomes?
- ✓ Entry and Exit Dynamics: Are clear pathways defined for student entry and exit, and are visuals aiding behavior-based transitions?

Student-Centered Spaces:

- ✓ Calming Corners: Is the calming corner well-equipped with sensory tools and visuals?
- ✓ Isolation Stations: Is the isolation station designed for emotional resets while ensuring safety?
- ✓ Visual Timers and Tools: Are visual timers and calming sensory tools easily accessible for students?
- ✓ Behavior Choice Boards: Are behavior choice boards empowering students to select their entry and exit methods?

Classroom Management:

- ✓ Line of Sight: Is the layout designed to ensure unobstructed line of sight for supervision?
- ✓ Transitional Zones: Are specific areas designated for smooth transitions like lining up and dismissals?
- ✓ Visual Labels: Are areas labeled visually for enhanced student comprehension?
- ✓ Visual Cues in Schedules: Are visual cues integrated into schedules to ensure uniformity?

CLASSROOM LAYOUTS

Classroom Layout Reflection

Take a moment to reflect on the following questions and jot down your thoughts:

How has the classroom layout positively impacted students' engagement and behavior?

What adjustments have you noticed are needed to further enhance the classroom setup?

Have any particular areas of the classroom become more popular among students? Why do you think that is?

Are there any challenges you've encountered with the current layout, and how might you address them?

What new ideas or strategies could you consider implementing in the future to optimize the classroom layout for student success?

Additional Notes:

ULTIMATE SPECIAL ED BINDER

Are you ready to conquer the new school year with confidence and ease?

Say goodbye to overwhelm and hello to streamlined organization with our Special Education Teacher Planner - the all-in-one solution for your classroom needs!

What's Inside?



Comprehensive Guides

Start strong with essential guides that cover classroom setup, student support, behavior management, IEPs at a glance, and so much more.



Behavior Plans CHEAT SHEET

It helps to know what all those boxes mean, right? Let's do this together!

TARGET BEHAVIOR	DESCRIPTION
BEHAVIOR GOAL	This is the negative behavior or non-preferred behavior the student is exhibiting. Be very specific about the behavior and factually, not emotionally. Ex: Johnny hits himself with a closed fist in the face when it is time to transition to new activities.
FUNCTION	This is what appears in the behavior plan as part of the IEP. Remember to include the timeline, condition, behavior and criteria. Ex: Johnny hits himself with a closed fist in the face when it is time to transition to new activities.
DESIRED BEHAVIOR	Why is the student having a behavior? Is it to get something or avoid something? Is it sensory, escape, attention, or tangibles that is motivating the behavior? Ex: Johnny exhibits behavior to avoid or escape transitions.
ANTECEDENT BASED INTERVENTION	What should the student do INSTEAD when they want to meet the function of the behavior? Ex: Johnny wants to avoid transitions, so he hits himself. What can be changed in the environment or with teacher instruction to prevent the behavior from happening? Ex: Teacher should have a clearly posted schedule that is referenced throughout the day. Consistent routines are established and repeated activities with minimal downtime.
PROACTIVE	What should you and your team do BEFORE the behavior happens? Ex: Prior to transitions, Johnny gets a warning that the activity is about to end as a 5 minute time to countdown to transition.



Time Management

Ideas and tools to create your classroom schedule, tracking sheets for RSPs, and call scripts and communication templates for families.

L Lunch

* NOTE: Related Service may be SLP, PT, OT, OAM, VI, APE, Music T! Use the appropriate acronym when possible to keep things!

After you've got your non-negotiables in place, then you can start rest of your schedule and add staff to specific tasks.

EX: AM SCHEDULE	7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00
Dahlia					DO	RR	F
Terron	RR	ST	P	RR		G	
Brayden	N/M		V	SLP	V		V
De'Angelo			RR		P		
Savannah	RR	F				F	
Cruze	P			RR	S		

Mrs. Jones Mrs. Smith

As you can see, the schedule will fill up fast... and you haven't even breaks or academic! No worries. Most of these tasks require only the 30-minute timeframe listed, which means you can see at point is to get those non-negotiable items in first so you can see at with. From here, it's mostly trial and error with a little patience.

SPEED SET UP TOOLKIT * © 2022 Anya Jones



Data & IEP Mastery

Ace data collection during centers or stations, make informed decisions, and track student IEP progress effectively.

IEP Summary

STUDENT: _____ SCHOOL YEAR: _____ GRADE: _____

ANNUAL: _____ DE-EVAL: _____

CASE MANAGER: _____ DOB: _____ AGE: _____

PRIMARY DISABILITY: _____ GRADUATION YEAR: _____

SECONDARY DISABILITY: _____ TRANSITION PLAN: _____

TERTIARY DISABILITY: _____ TRANSPORTATION: ☐ YES ☐ NO

NOTES: _____ AFTER-SCHOOL CARE: _____

MEDICAL: _____ SPECIAL EQUIPMENT: _____ RELATED SERVICES: _____

GLASSES: ☐ Y ☐ N ☐ IN ☐ OUT

NEEDS SCHOOL: ☐ Y ☐ N ☐ IN ☐ OUT

RESPONSE MODE/ACC: ☐ IMP AIDE ☐ AT ☐ SLP

ELL/ESOL: ☐ Y ☐ N ☐ IN ☐ OUT

NOTES: _____

ADPE: ☐ Y ☐ N ☐ IN ☐ OUT

PSYCH: ☐ Y ☐ N ☐ IN ☐ OUT

NOTES: _____

GOALS & OBJECTIVES: _____

Why Choose This Toolkit?

- ☑ **Designed by Educators, for Educators:** Created by experienced special education teachers & instructional coach who understand the challenges you face daily.
- ☑ **Time-Saving:** Effortlessly manage tasks, streamline communication, and prioritize student needs.
- ☑ **Comprehensive:** From routines & procedures to behavior tracking, our toolkit covers the key aspects of special education teacher tasks.
- ☑ **Stress Reduction:** Say goodbye to paperwork overwhelm and hello to smoother operations.

Get ready to transform your teaching journey this school year!

Click the link below to grab your Special Education Teacher Planner now.

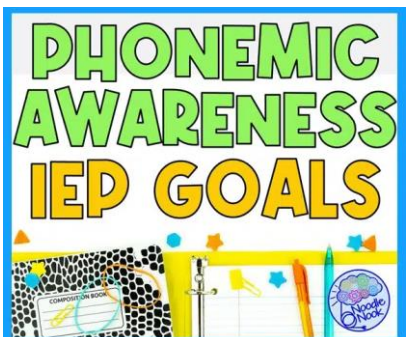
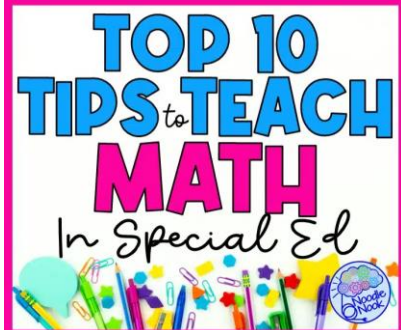
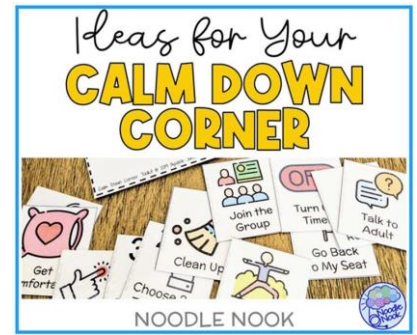
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Additional Reads

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