

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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Noodle Nook™

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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:

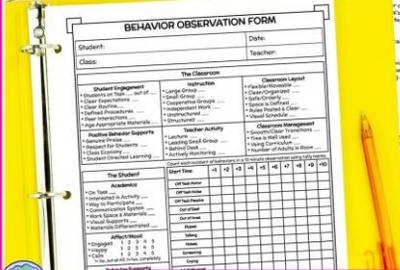
Creating a Classroom that Succeeds	
	Have I crafted an organized learning environment tailored to diverse needs?
	Are there clear zones for various activities, fostering predictability?
	Have I prioritized safety, accessibility, and smooth movement for all?
	Does the layout encourage engagement and collaboration?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

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

BEHAVIOR DATA TRACKING



DATA MADE EASY

The image shows a 'BEHAVIOR OBSERVATION FORM' with sections for Student Information, The Classroom, and Student Behavior Supports. It includes a grid for tracking behavior over time.

BEHAVIOR TOOLKIT

Visuals & Printables



Quiet

The image displays various visual aids for behavior management, including a 'SHH' sign with a hand pointing to the lips, a 'WORK' sign, and a 'SIT' sign.

CALM DOWN KIT

BEHAVIOR TOOLS & VISUALS



I AM FEELING

The image shows a 'CALM DOWN KIT' featuring a grid of emotion faces (happy, sad, angry, etc.) and various calming techniques like 'Breathe', 'Count', and 'Stretch'.

COMMUNICATION

Keyring



clean up
quiet hands
that's good
work
get up
show me
stop
shoes on

The image shows a keyring with a series of cards that read: 'clean up', 'quiet hands', 'that's good', 'work', 'get up', 'show me', 'stop', and 'shoes on'.

CORE BOARD

Vocab Flip Book



The image shows a 'CORE BOARD' with various icons and words, including 'Vocab Flip Book'.

TOKEN BOARD

Visual Rewards Chart



I AM WORKING FOR
MY RULES

The image shows a 'TOKEN BOARD' with a 'NOTE HOME' section and a 'MY RULES' section listing 'Hands on Desk', 'Sit at Table', and 'Stay in Seat'. It also features superhero character tokens.

POSITIVE SELF-TALK

SOCIAL EMOTIONAL LEARNING WORKSHEETS

'I AM' POSITIVE



NO-PREP for 2nd-12th

The image shows 'POSITIVE SELF-TALK' worksheets with a character saying 'I AM' and various positive affirmations like 'I am brave', 'I am a good friend', and 'I am smart'.

ULTIMATE SPECIAL ED

Teacher Toolkit



The image shows an 'ULTIMATE SPECIAL ED Teacher Toolkit' with various forms and charts, including 'Setup TOOLKIT', 'Monthly MINUTE', and 'Data Sheet'.

VISUAL SCHEDULE

Feat. Boardmaker



The image shows a 'VISUAL SCHEDULE' with various icons and text, including 'Social Skills', 'Check with Teacher', and 'Task'.

Visit the Noodle Nook Store TODAY to See More!

CLASSROOM LAYOUTS

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	This is the negative behavior or non-preferred behavior the student is exhibiting. Be very specific about the behavior and factual, not emotional. Ex: Johnny hits people with a closed fist in the face when it is time to transition to new activities.
BEHAVIOR GOAL	This is what appears in the behavior plan as part of the IEP. Remember to include the timeline, condition, behavior and criteria. Ex: Johnny will interact with a classmate in the face when it is time to transition to new activities.
FUNCTION	Why is the student having a behavior? Is it to get something or avoid something? Is it sensory, escape, attention, or tangibles that is repeating the behavior? Ex: Johnny avoids behavior to avoid transitions.
DESIRED BEHAVIOR	What should the student do INSTEAD when they want to meet the function of the behavior? Ex: Johnny wants to avoid transitions, so he may demand that he avoid transitions without asking?
ANTECEDENT BASED INTERVENTION	What can be changed in the environment or with teacher instruction to prevent the behavior from happening? Ex: Teacher should have a clear plan for how to manage the behavior throughout the day. Consider routines and procedures that support activities with external demands.
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 so it is easier time to transition 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 TI. 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		V
Brayden	N/M		V	SLP	V		
De'Angelo			RR		P		
Savannah	RR	F			RR	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 adult time. The 30-minute timeframe listed, which means you can still get it done in 30 minutes. It's mostly trial and error with a little bit of planning.

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: _____

ANNUAL: _____	RE-EVAL: _____	SCHOOL YEAR: _____	GRADE: _____
CASE MANAGER: _____	DOB: _____	AGE: _____	GRADUATION YEAR: _____
PRIMARY DISABILITY: _____	TRANSITION PLAN: _____		
SECONDARY DISABILITY: _____	AFTER-SCHOOL CARE: <input type="checkbox"/> YES <input type="checkbox"/> NO		
TERTIARY DISABILITY: _____	MEDICAL: _____		
NOTES: _____	GLASSES: <input type="checkbox"/> Y <input type="checkbox"/> N		
	MEDS-SCHOOL: <input type="checkbox"/> Y <input type="checkbox"/> N		
	NOTES: _____		
	ELLERGES: <input type="checkbox"/> Y <input type="checkbox"/> N		
	TOILETS: <input type="checkbox"/> Y <input type="checkbox"/> N		
	NOTES: _____		
	SPECIAL EQUIPMENT: _____		
	RELATED SERVICES: _____		
	RESPONSE MODE/FAEC: <input type="checkbox"/> HRP/AIDE <input type="checkbox"/> AT <input type="checkbox"/> OT <input type="checkbox"/> SLP <input type="checkbox"/> AI <input type="checkbox"/> VI <input type="checkbox"/> APE <input type="checkbox"/> PSYCH		
	NOTES: _____		

READ ELA Math Direct...

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.

GET YOURS TODAY!

CLASSROOM LAYOUTS

Additional Reads

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

POSITIVE SELF-TALK WORKSHEETS
for Social Learning

This graphic features the title in large, colorful letters. Below the title, there is a photograph of a child's hands using colorful counting blocks. A small circular logo with the text 'Noodle Nook' is in the bottom right corner.

TOP 5 Free! MATH MATERIALS
for Special Ed

This graphic has a white background with a yellow border. It features the title in pink and yellow letters. Below the title is a photograph of a wooden abacus with colorful beads. A small circular logo with the text 'Noodle Nook' is in the bottom right corner.

Ideas for Your **CALM DOWN CORNER**

This graphic has a white background with a blue border. It features the title in yellow and blue letters. Below the title is a photograph of various cards and signs for a calm down corner, such as 'Join the Group', 'Turn Time', 'Talk to Adult', 'Go Back to My Seat', 'Clean Up', 'Choose', and 'Get Comfortable'. A small circular logo with the text 'Noodle Nook' is in the bottom right corner.

Creating Inclusive **CLASSES FOR SPED STUDENTS**

This graphic has a white background with a pink border. It features the title in purple and blue letters. Below the title is a photograph of a young boy with a disability sitting at a desk and working. A small circular logo with the text 'Noodle Nook' is in the bottom right corner.

TOP 10 TIPS to TEACH MATH
In Special Ed

This graphic has a white background with a pink border. It features the title in blue and pink letters. Below the title is a photograph of various colorful math supplies like pencils, erasers, and paper clips. A small circular logo with the text 'Noodle Nook' is in the bottom right corner.

WHY Vocational Training is CRITICAL
in Special Ed

This graphic has a white background with a blue border. It features the title in blue and pink letters. Below the title is a photograph of a hand holding a small card in front of a bulletin board with various cards pinned to it. A small circular logo with the text 'Noodle Nook' is in the bottom left corner.

TRANSITION PLANNING
For Students with Disabilities

This graphic has a white background with a yellow border. It features the title in purple and blue letters. Below the title is a photograph of a desk with a pencil holder, a ruler, and a notebook. A small circular logo with the text 'Noodle Nook' is in the bottom right corner.

Instructional **STRATEGIES**
for **READING CENTERS**

This graphic has a white background with a green border. It features the title in green and blue letters. Below the title is a photograph of various colorful reading supplies like pencils, erasers, and paper clips. A small circular logo with the text 'Noodle Nook' is in the bottom left corner.

HOW TO Use a SOCIAL STORY
ADDRESSING BEHAVIORS in SPED

This graphic has a white background with a blue border. It features the title in blue and pink letters. Below the title is a photograph of a social story card with illustrations of people and text like 'IT'S OKAY TO GET UPSET' and 'Everyone gets upset'. A small circular logo with the text 'Noodle Nook' is in the bottom left corner.

What you need to know about **BEHAVIOR IEP GOALS**

This graphic has a white background with a blue border. It features the title in blue and black letters. Below the title is a photograph of a desk with a pencil holder, a ruler, and a notebook. A small circular logo with the text 'Noodle Nook' is in the bottom right corner.

PHONEMIC AWARENESS IEP GOALS

This graphic has a white background with a yellow border. It features the title in green and yellow letters. Below the title is a photograph of a desk with a pencil holder, a ruler, and a notebook. A small circular logo with the text 'Noodle Nook' is in the bottom right corner.

3 THINGS I Wish I Knew MY FIRST YEAR
In Special Ed

This graphic has a white background with a blue border. It features the title in pink and blue letters. Below the title is a photograph of a desk with a pencil holder, a ruler, and a notebook. A small circular logo with the text 'Noodle Nook' is in the bottom left corner.

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