

What is ENVIRONMENT?

The classroom environment is both intangible and tangible. Both of these environments should be considered when planning.

Preplanning the tangible and intangible setup of the classroom helps to create the structure our students rely upon. As well, it reduces sensory overload, helps to fill potential memory gaps, and reduces learner stress.

Tangible

The physical setup of the classroom.

Intangible

The invisible environment, the one that is felt with the heart has three components:

1. Personal. How do my attitudes, values and beliefs impact the environment?
2. Professional. How does my training and the techniques I use impact the environment?
3. Program. How does the design and the scheduling of my program impact the environment?

REFLECT

There are 8 Keys + a Master Key that impact learners with FASD. Are they in place in your intangible environment?

- Structure
- Routine
- Concrete
- Repetition
- Consistency
- Specific
- Simplicity
- Supervision
- TRUSTING RELATIONSHIP

(adapted from Deb Evensen)

Reflect...

- Everything has a place
 - Good traffic flow
 - Label bins, etc.
 - Use colour coding
 - Create specific areas (Math, Reading, Science)
 - Hand-in bins
 - Labelled
 - Easy access
 - Shelving
 - Organized
 - Clutter free
 - Storage containers
 - Out of sight
 - Tidy
 - Adequate storage
 - Educator
 - Students
 - Student Organization (arrival, lunch, end of day, desk, locker)
 - Labels
 - Space
 - Supervised
 - Easy access
 - Routines
 - Implement a seating plan
 - Student desk placement P
 - Proximity
 - Desk
 - Tables
 - Effective arrangement for traffic flow
 - Quiet places to work that are clearly defined
 - Safe and quiet places to regulate that are clearly defined
- Sensory considerations/ accommodation
 - Noise
 - Sight
 - Colors
 - Harmonious
 - Lighting
 - Natural
 - Softened
 - Smells
 - Touch
 - Temperature
 - Defined display areas
 - Non-essential decorations minimized
 - Visual supports
 - Eye level
 - Class rules posted
 - Images to support written words
 - Visual schedule
 - Clearly visible
 - Easily read
 - Incorporate regular movement breaks
 - Scheduled locker/desk cleanups
 - Organizational supports
 - Color code binders/duo tangs
 - Hand-in bins color coded, with a picture
 - Classroom supply rules

Credit to:

What Educators Need to know about FASD (Manitoba)
Teaching Students with Fetal Alcohol Spectrum Disorder- Binder
10 (Alberta)