

SELF-REG

Class Environment Reflection Tool

The MEHRIT Centre, Ltd.

ENVIRONMENTAL CONSIDERATIONS

- Decluttering walls, bulletin boards, shelves, and furniture particularly instructional areas
 - 💡 Tip: Make desk size laminated small copies of essential tools for each student that are often displayed on the walls- number and letter lines, etc.
- Organization of minimal visual material on the walls, shelves, teacher and student work areas into visual groupings
 - 1) this helps students find information easily
 - 2) provide at least two different visual environments to allow for taking a visual break such as looking out the window (down regulating) or at an interesting and organized dollar store framed artwork of the students (up regulating)
 - 💡 Tip: think art gallery in terms of groupings of similar items, simply, tastefully and even colourfully done, for visual pleasure, orientation and to help to grasp the attention of the viewer.
- Desktop study carrels (three-fold heavy cardboard dividers) to reduce visual input while doing work at their own desks
- Lighting lessen intensity of florescent lighting (use every other one florescent track, maximize natural lighting) and adjust amount of lighting as needed throughout the day, according to arousal needs of the classroom/ amount of natural lighting available etc.
- Noise reducing headsets and/or noise eliminating headsets to reduce background noise (make available for all students). Access to ear buds for older students (these do not have to be connected to a device).
- Have the environmental considerations been explained/taught to students, as needed, such as use of the headphones/study carrels/ visual environments to take a visual break?

MICRO-ENVIRONMENTS

- A variety of places for students to do their work that can meet a variety of needs (there are many overlaps)
- To change body position: a counter height table or bookcase, a couch, bean bag chair, and alternatives to sitting such as a standing area, or a bike with an easel, carpet/floor area with clipboards
- To down regulate or calm: tent – fabric over a desk, a comfortable chair/ couch away from the desks, under a table along the side of the room or a closet with curtains and pillows etc.
- To reduce visual/auditory stressors (desk or table in hallway, LA room, library etc.)
- To up regulate (stationary bikes/foot pedals under desks, sit and wiggle)
- Has the use of the available micro-environments been explicitly taught to your students? Teaching why you might use them and when they may be used during class time.

HYDRATION AND HEALTHY FOOD

- Do all the students have access to hydration breaks throughout the day and are they encouraged by teacher or education assistant to increase their water intake?
- Do all the students have access to healthy breakfast, lunch and snacks and if not, how can these be provided?