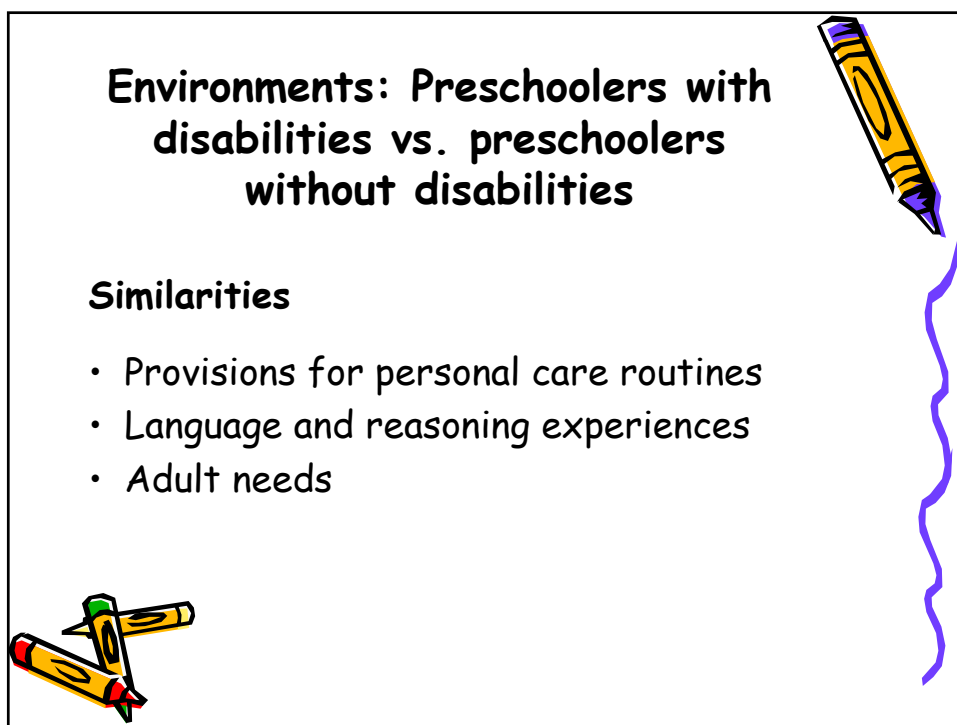


**Environments: Preschoolers with disabilities vs. preschoolers without disabilities**

**Similarities**

- Provisions for personal care routines
- Language and reasoning experiences
- Adult needs



## **Environments: Preschoolers with disabilities vs. preschoolers without disabilities**

### **Differences**

Programs for children with disabilities:

- had fewer furnishings for relaxation and comfort
- devoted less attention to room arrangement, child-related displays and art



## **Environments: Preschoolers with disabilities vs. preschoolers without disabilities**

### **Differences**

Programs for children with disabilities:

- had fewer blocks, facilities for sand/water and dramatic play
- had less space for children to be alone
- were less likely to encourage free play and cultural awareness



## Planning for Space

- Furnishings
- Accessibility
  - Adults
  - Children
- Maintenance
- Soft and cozy



## Planning for Materials

- Items related to the theme
- Child related art displays
- Age appropriate displays at eye level
- Materials are organized



## Planning for Materials

- Materials encourage independence
- Materials are inviting
- Materials encourage multiple responses
- Materials promote acceptance and diversity



## Interest Areas



- Well defined
- Encourage exploration
- At least 5 different areas open
- Something for everyone!



## Interest Areas

- Materials are thoughtfully planned
- Visual supervision across the room
- Access to areas at least 30 minutes a day
- Children and staff know when area is full



## Interest Areas

Should always include at least:

- Blocks
- Sensory (sand & water table)
- Dramatic Play
- Books
- Art



## Books in Blocks



## Additional Areas

- Space for privacy
- Gross motor
- Computer
- Science
- Writing
- Math



## Books

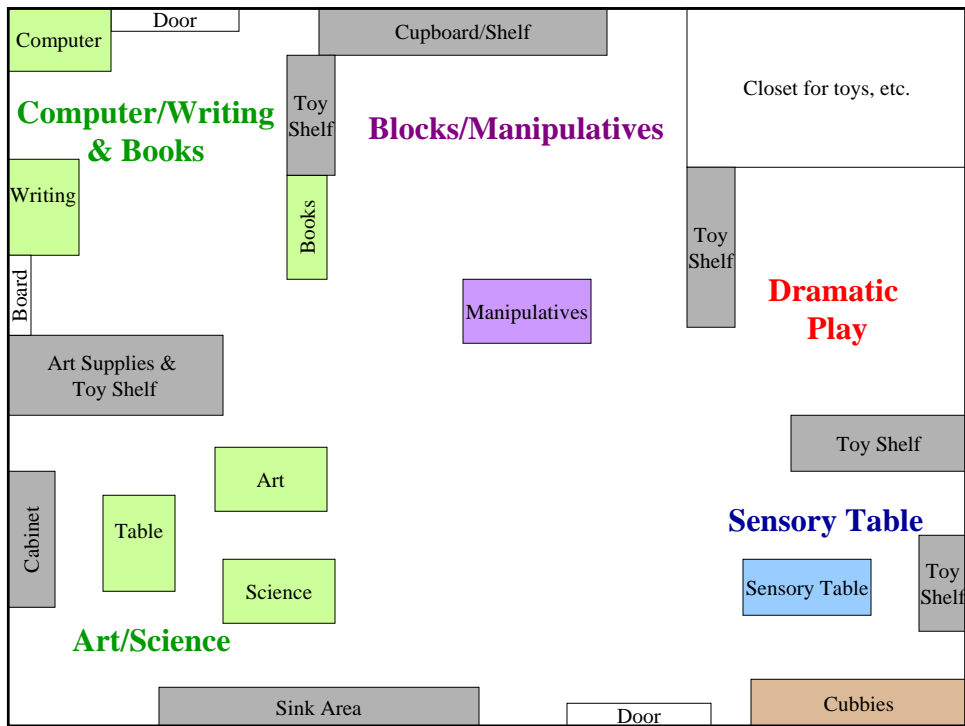
- Books in all areas (26 total)
- Books range in level
- Should include factual books and theme related books
- Books are rotated
- Used throughout the day



## Print and Writing

- Puzzles with letters, numbers and words
- Alphabet is posted
- Children's dictation is posted
- Specific place for writing
- Writing across areas





## Planning for Schedules

- Familiar and consistent
- Written and posted
- Rotation of vigorous and less active activities
- Balance between adult directed and child directed
- Times for large and small group work
- 30+ minutes of free play



## Planning for Transitions

- What is the goal?
- Clear expectations that are taught to children and staff
- Consistent warnings
- PLAN!



## Types of Classroom Supervision

- **Zone:** each staff member is assigned a specified zone and interacts with other children in that zone
- **Man-to-man:** staff members focus their supervision on specific children with challenging behaviors or the areas in which these children are playing



## Benefits of Zone Coverage

- Higher percentage of engagement in appropriate activities
- Children allowed to move at own pace
- Focus on all children
- Higher rates of instruction across all children
- Increased "teacher talk"



## Guidelines for using zones

- Specify zones prior to class
- Zones usually include at least 2 areas
- Use the same zones each day
- Make sure areas near each other are in the same zone (zones should not be split up across the room)
- Assign staff members to zones prior to class



## Using Zones throughout the Day

- Circle
- Outside time
- Small group/snack
- Free play
- Transitions



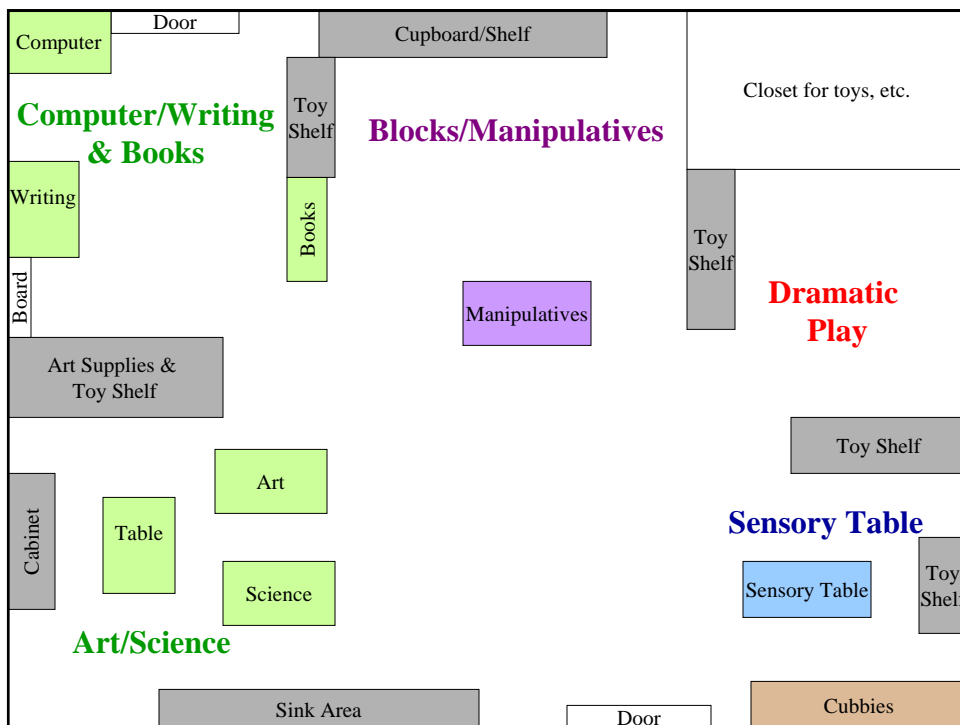
## Guidelines for using zones

- Communicate with other staff members across zones (i.e., "Billy is on his way to the art table.")
- Designate one staff member to scan the entire room (i.e., see the "big picture," watch the door, watch pathways, etc.)



# Questions to ask when planning for supervision

- Are there enough staff members for every zone in the classroom?
- Are there learning centers that require more intensive supervision?
- Is there a staff member designated to scan the entire room?
- How do staff members know which zone they are in?



## Environmental Modifications are the First Step!

