Classroom Learning Environment Checklist

Lighting

____ Is there sufficient light?
____ Do the bulbs flicker?
____ Are fluorescent lights a problem?
____ Are there gleaming or reflecting surfaces?
____ Does the lighting cast shadows?
____ Does the student work better with soft or colored light?
____ Is there an area with incandescent light?

Temperature

____ Is the room temperature comfortable for this student?
____ Are there options if they are not comfortable?
____ Is there some air movement or fresh air?

Visual Distractions

____ Is this student distracted by bulletin boards or wall decorations?
____ If so, can the room be visually simplified?
____ Is there a corner or a carrel that is a visually quiet space?
____ Can this student sit near others?
____ Can this student sit near windows?
____ Can this student sit with people nearby or moving around him or her?

Auditory Distractions

____ Is the teacher rarely asked to repeat himself or herself?
____ Are there hums, buzzes, or other noises outside the classroom?
____ Is the in-classroom noise disturbing?
____ Are there bells or buzzers that upset the student?
____ Does the student work best in silence?
Does the student work best with music or TV?
Does the student work best near other students?

**Physical Surroundings**
Does the student work best sitting upright in a straight-back chair?
Does the student work best sitting in an easy chair, on the floor, at a desk, at a table, or where he or she is able to move?
Does the student need more than one work area to facilitate movement?

**Materials**
Are the materials accessible to the student?
Are the materials organized and clearly labeled?

**Space**
Is the room arrangement suitable for a variety of activities?
Are there areas for the student to go for reinforcement?
Are there places for rest and quiet or to work independently or one-on-one?
Are there places to be disciplined privately?
Are there places for sensory input?
Are areas labeled by words, pictures, or colors?
Is the environment clean and orderly?
Have barriers for the physically disabled been removed?

**Time**
Are activities scheduled productively?
Are there breaks and activities scheduled?
How long can the student maintain productive attention?
Is the student a slow or fast worker?
What kind of prompts help?
Is there a visual system to help organize time?

**Transitions**
Is there difficulty transitioning to new activities or areas?
Are there warnings, visual schedules, or cues?
Are liked and disliked activities alternated?

**Closure**
Are beginnings and endings clearly understood?
Can the student stop before the task is finished?
Must the student be motivated to complete work?

**Structure**
Does the student like the task to be completely directed?
Does the student like choices?
Does the student prefer independent learning?
How broad of a choice can the student make?

**Other Learners**
Does the student work best:
Alone?
In small groups?
In cooperative groups?
In large groups?
Paired with a peer?
Paired with an older or younger student?
With adult help?

**Presentation Mode**
Does the student learn by listening, reading, or seeing pictures, demonstrations, films, or video tapes?

Does the student learn best by discrete trial, practice and repetition, trial and error, trying to explain it to others, or assisted throughout with decreasing support?
Does the student learn from group lectures, drill, practice sheets, computer practice, building models, or with games?

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Does the student learn best with music, creative projects, role playing or simulation, or programmed instruction?

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Does the student learn best taking pre- and post-tests, peer teaching, one-on-one instruction, or discussion?

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