

## 10 Simple Things You Can Do to Decrease Challenging Behaviors: Create a High Quality, Supportive Classroom Environment

In early childhood, it's often said that your classroom is the curriculum – every aspect of the environment has an impact on learning, so it's essential that classrooms are safe, clean, and child-friendly. The [Pyramid Model](#) identifies high quality environments (coupled with nurturing relationships) as universal supports for promoting healthy social-emotional development. In turn, that increased social emotional competence then decreases challenge behaviors.

Reflect on your responses to determine how you can improve or enhance your classroom learning environment.

### Ask Yourself:

**YES                  NO**

<b>1</b>	Does every child have a <b>personal, labeled space for belongings</b> ?			<p style="text-align: center;"><i>Links for inspiration &amp; support:</i></p> <p style="text-align: center;"><a href="#">Tip Sheet – Furnishings &amp; Displays</a></p> <p style="text-align: center;"><a href="#">Article - Visual Supports for Learning</a></p> <p style="text-align: center;"><a href="#">Free Training Module - Designing Effective Classrooms</a></p> <p style="text-align: center;"><a href="#">Article - Creating Indoor Environments for Young Children</a></p> <p style="text-align: center;"><a href="#">Free Training Module - Developmentally Appropriate Materials</a></p> <p style="text-align: center;"><a href="#">Guidebook - What to Look for in a High Quality Environment</a></p>
<b>2</b>	Are <b>family photos and children's work prominently displayed</b> ? Are displays at children's eye level?			
<b>3</b>	Is a <b>picture schedule</b> posted at children's eye level? Is it referred to throughout the day (used as a teaching tool)?			
<b>4</b>	Are <b>ample quantities of developmentally appropriate, interesting toys and materials</b> accessible? Are materials labeled with pictures?			
<b>5</b>	Is a <b>cozy area</b> available for relaxation or quiet activities?			
<b>6</b>	Does the <b>room arrangement allow adults to adequately supervise</b> every area?			
<b>7</b>	Is there <b>adequate space for gross motor</b> /big body experiences?			
<b>8</b>	Are interest areas/ <b>learning centers clearly defined</b> ? Do centers include visual cues and labels for organization and for function?			
<b>9</b>	Is the room arranged to provide <b>ample space for uninterrupted play</b> , so that "traffic" doesn't impede play?			
<b>10</b>	Does the environment (activities and décor) <b>reflect children's cultures and abilities</b> ?			