

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

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