

## 2. Classroom materials are sufficient and in good condition.

### 2a. Classroom areas are organized, clearly defined, and un-cluttered.

Quality indicators:

- All areas of the room are clearly defined.
- Materials are organized and easily accessed by children and adults.
- Storage of materials not being used in centers or for current instructional units is minimal and not taking up classroom space.



Questions to ask:

- ✓ How often do you rotate materials?
- ✓ How much of the classroom materials are available for use by the children?
- ✓ Which materials in the classroom can only be accessed by adults?



Supports, Accommodations, Adaptations

[Links for Additional Information](#)  
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#### **Universal Supports**

- Define areas with signs (ex. centers, quiet/calm area, class library).
- Post signs for areas that are not accessible during parts of the day (ex. computer area "closed").

[The Universal Design of Early Education - journal.naeyc](#)

#### **Targeted/Specialized Supports**

- Use carpets, carpet squares, and placement of furniture to further define areas of the room.
- Provide photos and visuals for students to help clarify and define specific areas (ex. photo of block area with directions for where to play with blocks).
- Provide visuals and instructions for putting away materials. Teach children how to match the labels on bins to the materials they are putting away.

[Applying Universal Design in Early Childhood](#)

[Examples of Clearly Defined Areas -Specialized Supports and Intensive Interventions](#)

#### **Intensive Interventions**

- Arrange the room so that there is ample space for navigating for children who have special equipment, wheelchairs, walkers, and seating.
- Provide adaptations within each area for children with needs for tactile, visual, hearing, motor, and/or communication supports.

[Examples of Clearly Defined Areas -Specialized Supports and Intensive Interventions](#)