

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.

→ [Designing Early Childhood Inclusive Classroom](#)

→ [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](#)