

# **Structured Classroom Environment: Proactive Planning**

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# Positive Behavior Support

- **Positive Behavior Supports operate with an explicit set of assumptions or beliefs.**
- **One of these beliefs is that settings set the context for behavior. Settings can calm or escalate student behavior, and set expectations for performance.**

# Questions to Ask About the Classroom Structure

- **What message do students get when entering the classroom?**
- **Does the structure provide an opportunity for all students to be supervised and to be engaged?**
- **Is the setting chaotic or is it organized to facilitate smooth transitions?**
- **Are routines clearly articulated?**

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# Questions to Ask About the Classroom Structure

- **Are expectations/rules reflected somewhere in the room?**
- **Is a schedule posted that can be easily referenced?**
- **Are staff in close proximity to students or do they spend their time solely behind their desk?**
- **Is there anything that is impacting sensory processing?**

# Classroom Structure

- **There is not a one size fits all approach for students.**
- **Make sure areas are clearly defined in the room (e.g., play areas, work area, etc.)**
- **Consider the message students get when they enter the room. Organizations gives the message it is time to work.**
- **Traffic patterns within the classroom should be established.**
- **Furniture should be arranged so learners can work individually and in groups.**
- **For students who need more structure, consider table top dividers or other means to help them focus.**

# Classroom Structure

- **For students who are already distracted, clutter can further distract and heighten anxiety. All unnecessary materials, tasks, and distractions should be removed or placed out of learner view, if needed.**

# Classroom Structure

- **Staff (including instructional assistants) should not be stationed behind their desks solely. Staff should be in closer proximity to students as a method to maintain order and engage students.**
- **Staff should be able to monitor all students at all times.**
- **There should be signals established for gaining class attention.**

# Classroom Structure

- **Students and staff entering the classroom should be able to easily locate a schedule/agenda for the day, set of classroom rules, and other expectations posted somewhere in the room.**
- **Expectations/rules should be operationally defined and taught.**
- **These should not be removed during the school year.**

# Classroom Structure

- **Upon entering the instructional setting, students should be engaged immediately to set the tone for the day and to create a momentum for learning.**
- **This means that the instructional environment must be organized in a manner that keeps momentum going.**

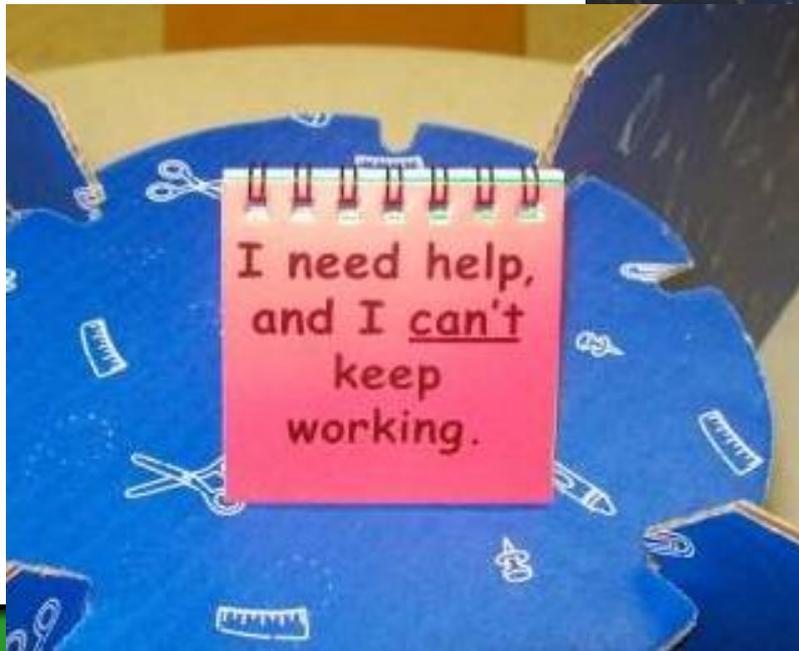
# Classroom Structure

- **Visual supports can be used to help minimize the need for continual verbal reminders, reduce anxiety for students, and clarify expectations.**

# Classroom Structure



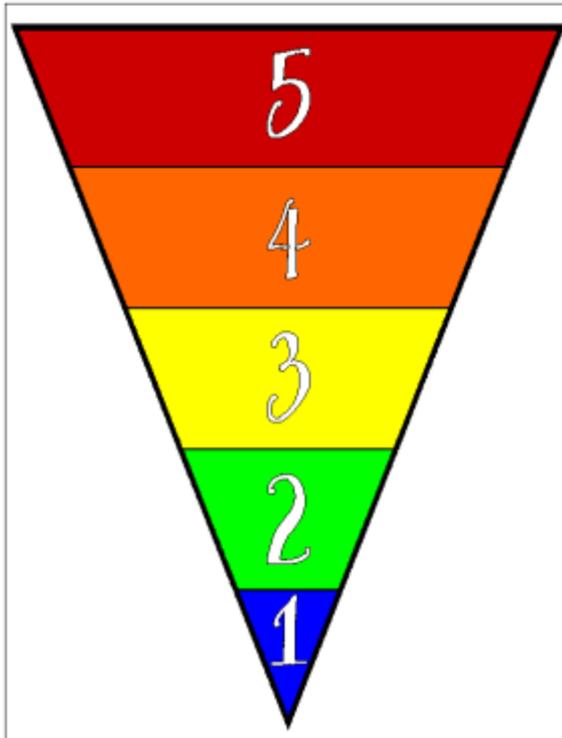
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# Visual Supports

- 5 p



<b>Outside Voices</b>
<b>Play Voices</b>
<b>Inside Voices</b>
<b>Whisper Voices</b>
<b>NO Talking</b>

# Classroom Structure

- **Staff should vary their instruction to match the needs of students.**
- **Positive comments should outweigh negative comments from staff.**
- **Students should be actively engaged (80 percent) during the class period or day.**

**Having a classroom and instruction well organized will minimize behavioral outbursts and ensure maximum learning occurs.**

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# Questions?

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