Needs Assessment 3: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Designs the physical environment	3	2	1	
❑ Arranges traffic patterns in classroom so there are no wide open spaces				
❑ Removes obstacles that make it difficult for children with physical disabilities to move around the room				
❑ Clearly defines boundaries in learning centers				
❑ Arranges learning centers to allow room for multiple children				
❑ Provides a variety of materials in all learning centers				
❑ Designs learning centers so that children spend time evenly across centers				
❑ Considers children's interests when deciding what to put in learning centers				
❑ Makes changes and additions to learning centers on a regular basis				
❑ Visually closes learning centers when they are not an option for children to use				