

Classroom Layout Audit

A Preventative Classroom Management Tool

Purpose

This audit helps you examine how your **physical space, seating, and flow** may be influencing student behavior—positively or negatively.

This is not about creating a “Pinterest classroom.”

It’s about designing a space that supports **calm, focus, and self-regulation**.

There are no right or wrong answers—only noticing.

Section 1: Visibility & Supervision

Check all that apply:

- ☐ I can see every student from multiple points in the room
- ☐ No furniture blocks my view of student workspaces
- ☐ I can quickly scan the room without constantly pacing
- ☐ There are no “hidden” areas where students disengage

Reflection:

Where is supervision hardest in my room?

What might be blocking visibility?

Section 2: Seating for Regulation and Learning

Consider how seating is currently used.

- ☐ Seating decisions are based on learning and regulation needs
- ☐ Students who need proximity to instruction have it
- ☐ High-distraction students are seated with intention
- ☐ Seating is flexible and revisited regularly
- ☐ Seating changes are framed as supportive, not punitive

Reflection:

Which students seem least supported by the current seating arrangement?

Section 3: Clear Purpose Zones

Think about how space is organized.

- ☐ Whole-group instruction has a clear location
- ☐ Independent work happens in predictable spaces
- ☐ Collaboration areas are defined
- ☐ Materials have designated, consistent locations
- ☐ Students know where to go without asking

Reflection:

Where might students feel unsure about *where* to work or move?

Section 4: Traffic Flow & Movement

Follow the path of a student through your room.

- ☐ Entry into the room is calm and structured
- ☐ Students can access supplies without crowding
- ☐ Pathways are wide and clear
- ☐ Turning in work does not cause congestion
- ☐ Transitions between activities are smooth

Reflection:

Where does movement tend to slow down or get chaotic?

Section 5: Transitions & Routines

Transitions are where most disruptions occur.

- ☐ Entry routines are clearly taught and practiced
- ☐ Exit routines are predictable and calm
- ☐ Visual schedules or cues are visible
- ☐ Students know what to do *between* activities
- ☐ Transition time is intentionally minimized

Reflection:

Which transition causes the most friction—and why?

Section 6: Sensory & Visual Environment

Look at the room through a regulation lens.

- ☐ Wall displays are purposeful, not cluttered
- ☐ Anchor charts are relevant to current learning
- ☐ The room feels calm rather than overstimulating
- ☐ Lighting supports focus (natural or soft when possible)
- ☐ Noise levels are considered in seating and layout

Reflection:

What might feel overwhelming or distracting to students?

Section 7: The One-Change Challenge

You don't need to redesign everything.

Choose ONE small change to try this week:

- ☐ Adjust seating
- ☐ Clear a pathway
- ☐ Redesign a transition
- ☐ Reorganize materials
- ☐ Reduce visual clutter
- ☐ Create or clarify a zone

The change I will try:

Why I chose this change:

Final Reflection

Complete the sentence:

“After reviewing my classroom layout, I'm realizing that: