

Table 4.2
Characteristics of Effective Classrooms for Students with ASD

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| • Sink with running water | • Observation area with a one-way mirror |
| • Toilet | • Individual student desks and chairs |
| • Carpeted floors | • Adequate lighting, heating, and ventilation |
| • Window blinds | • Screen that blocks unwanted visual stimuli |
| • Refrigerator | • Bulletin boards and chalkboards |
| • Closed storage space | • Small-group area |
| • Designated areas for such activities as academic work, free time, and vocational-prevocational tasks | • Free-time section |
| • Individual study carrels (constructed to allow the sides to be easily dismantled to increase social interactions and accommodate students who require less physical structure) | • Ancillary therapy section |
| • Intercommunication system between the classroom and main office | • Individual work section |
| • Time-out area | • Prevocational training area |
| • Group work tables and chairs | • Portable room dividers |
| | • Teacher desk and chair |
| | • General-use area |
| | • Self-help and hygiene area |

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