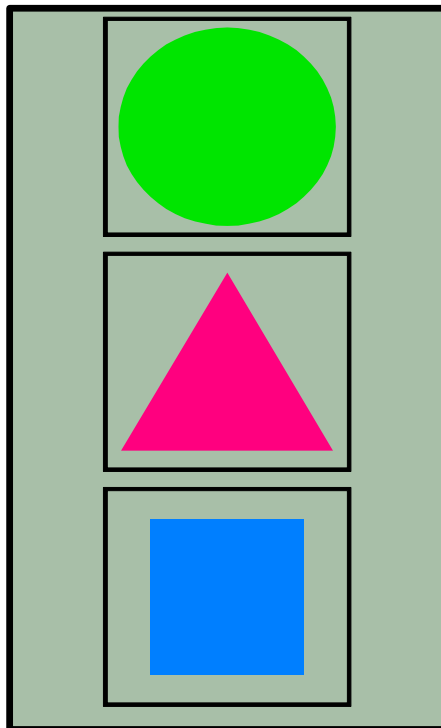


Highlighting specific areas of classroom



Finished

Why highlight areas?

- Children on the autism spectrum can find the classroom environment visually overwhelming and as a result they may not be able to gain meaning from their surroundings.
- Areas of the room can be identified for a child in a number of ways e.g. colour coding can be used to give structure to a free flow choice environment such as a foundation stage classroom.

How to use

- To direct children to activities they are familiar with, label areas of the classroom that you wish them to go to with coloured spots e.g. place a red spot in the sand area.
- On the child's timetable place a small spot of the corresponding colour so, for example, if you want them to go to the sand area put a red spot on their timetable.
- At the point on the timetable where the red spot is placed the child will then know they need to go to the sand area.

Where next?

- To avoid developing a rigid routine these spots can be moved around the classroom as required depending on the child.
- Once the child is familiar with the routine and the activities they can have a 'choose activity' symbol on the timetable and then a choice of 2 or 3 coloured spots to choose from.

- Keep the colour spot on the same table but change the activities that are available there.

