

## Label areas, resources, functions



### Why label areas, resources, functions?

- Classrooms in the Early Years are often highly visually organised and this benefits children on the autism spectrum because it makes it clear where resources are stored and can be found. This is essential if children are to become independent learners.

### How to use

- Sticky back plastic can be stuck on outlines of equipment to make a 'shadow'. This marks the area where things need to be replaced.
- The number of items that need to be replaced into a container can be marked.
- The number of children allowed in any one area can be identified by a number stuck on or near that area.
- Drawers labelled with words and pictures describing content.

### Where next?

- Children with autism respond so well to visual cues that the same principles that are often used in the Early Years can be applied further up the school.
- Rules for using different items or areas can be written.
- Rewards and sanctions for behaviour can be displayed.
- Teacher phrases and their expectations can be displayed e.g. "right class 5" means stop what you are doing and look at me.
- Class routines can be reinforced with written or pictorial prompts near the relevant area. e.g. if children are required to place reading books in a basket every morning then that basket can be labelled 'reading books in here every day.'
- Class rules can be displayed