

## Marking Boundaries



### Why mark out boundaries?

- Adults often can visualise the area they mean when they use instructions like 'set up the skittles.' Some children need a much more specific instruction such as 'put the skittles on the coloured circles' because this is precise and unambiguous.
- In this example an area containing a game is marked out. The aim here is to clearly define the boundaries of the game playing space and also the place to stand.

### How to use

- The supporting adult would need to point out the areas before the game begins but then the markings should provide a continuous visual prompt for the child.
- Keeping within the set area can be praised to further promote confidence.
- The child can re set the game each time using the shadow spots.

### Where next?

- This idea could be extended to be used for a variety of working areas e.g. Sections of a table or desk could be marked with tape to clearly show where a child needs to keep their equipment or books.



### **Make use of colour**

- Colour is used here instead of verbal instructions for sorting games.
- The strong visual message is helpful for children who are non verbal as an adult can model the play and physically prompt until the child understands the system and can join in.

### **How to use**

- Set up containers of one two or three different colours.
- Present coloured materials which match those container colours but are muddled up.
- Use the instruction 'sort'. Model if necessary.

### **Where next?**

- Colour use can be extended around many areas of the classroom and beyond for sorting equipment or returning items to where they belong.