

2. Classroom materials are sufficient and in good condition.

2b. Shelves, bins, and areas for each child's items are labeled.

Quality indicators:

- Words, pictures and shape outlines may be used when labeling.
- Children know where to put materials when not in use.
- The organizational system for the room is taught to the children.



Questions to ask:

- ✓ How do children know where materials are stored or where to get desired materials?
- ✓ How do the children know where to put materials when they are done?



Supports, Accommodations, Adaptations

[Links for Additional Information](#)
[Right click to open in new window](#)

Universal Supports

- Labels for each child's areas for storing backpacks, lunchboxes, and individual items should be labeled with their names in addition to a recognizable visual (symbol, photo)

[Using Visuals in the Classroom \(Head Start Center for Inclusion - Tip Sheets\)](#)

Targeted/Specialized Supports

- Provide visual mini-schedules and/or social scripts to support children in the processes for locating, using, and putting away materials.
- Include labels to indicate that some areas are "closed" and that some materials are "Teacher" materials.
- Provide direct instruction and guided practice along with visual mini-schedules for children who are not yet familiar with the directions and actions of cleaning up, putting away items according to category.

[Examples of Labels for Specialized Supports and Intensive Interventions](#)

[Visuals for Supporting Play](#)

Intensive Interventions

- Provide hooks, cubbies, and bins that are accessible for children with motor, movement, or positioning needs, Examples: some bins with easily-removed lids, oversized hooks for hanging items, a cubby on the end of a row so that it is accessible for a child using a wheelchair.
- Consider accommodations for vision, tactile, and hearing when labeling the areas and the materials in the room.
- Provide labels related to safety. Emphasize and display safe use of furniture to decrease behaviors such as climbing on the shelves and tables.

[Examples of Labels for Specialized Supports and Intensive Interventions](#)