

# Identify barriers to learning

Potential barriers to learning and solutions

Potential barriers	Solutions
Managing Time	<ul style="list-style-type: none"> <li>• Use visuals and visual timetables to support students understanding and designing the order of tasks</li> <li>• Provide opportunities for regular check in's</li> <li>• Use colour coded schedules</li> <li>• Provide checklists</li> <li>• Online calendars, timers and reminders</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Use photographs, visuals and symbols to support understanding</li> <li>• Make use of digital technologies such as keyboards and cameras to support expression</li> <li>• Offer multiple ways to express understanding. These might include drawing, modelling and using real objects</li> <li>• Use flexible timeframes so that students aren't time pressured</li> </ul>
Focusing and understanding tasks	<ul style="list-style-type: none"> <li>• Make graphic organisers and flow charts available to support learning tasks</li> <li>• Break up tasks into small manageable chunks</li> <li>• Use multiple ways to engage learners in tasks</li> <li>• Use online spaces so students can locate content and the support required for understanding and completing the tasks</li> <li>• Clearly locate and identify supports for tasks in defined areas of the learning space</li> <li>• Offer headphone, quiet spaces and areas where students can reduce distractions</li> <li>• Specifically say and display lists of materials required for certain learning tasks</li> </ul>
Need for routine and structure	<ul style="list-style-type: none"> <li>• Use visual timetable to support transitions throughout the day and week</li> <li>• Assess to online calendars and timetables to ensure students are aware of any changes to routines or events</li> <li>• Involve students in the design of class routines</li> <li>• Provide spaces that students can personalise and use as a home base</li> <li>• Give advance warning of any changes to routines</li> <li>• Access to key adults or learning support buddies</li> <li>• Offer verbal and visual warnings before class transitions</li> </ul>

Source:  
Ministry of Education | Te Tāhuhu o te Mātauranga

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