

# Barriers to learning as triggers

When barriers to learning have not been identified and removed, they can act as triggers.

Potential trigger	Consequence
Materials and resources are presented in only one way.	Students may not be able to personalise them to match learning preferences and needs.
A teacher speaks from the front (without using visuals for support) for a long time to introduce a task.	Some students will not be able to sustain concentration.
The classroom becomes unexpectedly noisy and there are no quiet areas to work.	Some students may become distracted and agitated with the sensory overload.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.

