

TIPS FOR HELPING LEARNERS WITH MEMORY AND CONCENTRATION BARRIERS

- Reduce distractions – seat the learner close to you and keep his or her desk clear.
- Keep the learner busy with positive activities – for example, handing out papers for you.
- Demonstrate what is required rather than telling the learner what to do.
- Make eye contact and get down to the learner's level.
- Break tasks down into small steps.
- Allow the learner to move from what is familiar to the unfamiliar.
- Give the learner praise and encouragement, even for slow progress.
- Give the learner extra practice at doing an activity. This ensures that they are able to master the skill and increases confidence.
- Let the learner use a range of materials to master a skill – for example, let them draw shapes in the sand, with finger paint, with a crayon, with a pencil and with a pen.
- Plan a lot of short activities (rather than one long activity) for learners with short concentration spans.
- Include a lot of structure and routine in your and daily programme. This allows the learner to feel secure and builds confidence so that they are keen to try out new learning experiences in the classroom.

DEFINITIONS

(a) PHYSICAL BARRIERS (the child has a physical problem that makes it more difficult to learn):

Visual impairment (the child cannot see properly):

- Blindness: The learner has no vision or can only make out light or shape.
- Low vision: The learner can see objects up close but has very poor distance vision (even with eye glasses).
- Visually limited or partially sighted: The learner can see but his/her level of visual impairment is serious enough for the teacher to adjust teaching and learning.

Some ideas to support learners who find it difficult to see properly:

- If possible, invest in a voice synthesiser programme, a Braille printer and Braille programmes (material should be converted into Braille well in advance).
- Ask parents to volunteer as scribes and readers.