Accommodating learners with barriers to learning in the Grade R classroom

- **Visual and auditory discrimination:** The learner can recognise the difference between a number of objects (visual discrimination) or a number of sounds (auditory discrimination).

> Some ideas to support learners who find it difficult to recognise and remember things they have seen or heard before:
> - 'Kim's Game' is good visual memory game. Place three items on a tray. Ask your learners to look at them for a few seconds (usually a second per item). Cover the items with a cloth. Now ask the learners to tell you what three items are on the tray. You can also add more items to the tray as their visual memory improves.
> - Play clapping games. Clap out a pattern – for example, two fast claps followed by three slow ones. Let your learners copy the pattern.

- **Visual and auditory sequential memory:** The learner can remember the sequence in which he/she saw or heard something – such as the order of the letters in a word, the colours in a string of beads or the events in a story.

> Some ideas to support learners who find it difficult to remember the order in which they saw or heard something:
> - Play 'Kim's Game' (see explanation above), but ask your learners to recall the sequence in which the items are arranged. Add more items to the tray as they get better at this activity.
> - Give each learner four different coloured clothes pegs – for example, red, blue and yellow. Then ask them to peg the pegs onto the rim of a plastic container in the same sequence.

(c) COGNITIVE BARRIERS (the child has a memory or concentration problem that makes it more of a challenge to learn)

The definition of cognitive barriers is broad. The barrier may be mild or severe, the result of a genetic disorder (e.g. Down's Syndrome) or a chemical disorder.

Below is a list of some cognitive barriers to learning:
- Down's Syndrome
- Autism
- Dyslexia
- TBI – Traumatic Brain Injury
- ADHD – Attention Deficit and Hyperactivity Disorder