



| Barriers to Learning | Communication and Interaction <i>Including ASD & SCLN</i> | Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD; MLD, SLD, PLMD)</i> | Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability</i> | Social, Emotional and Mental Health <i>Including ADHD</i> |
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| <ul style="list-style-type: none"> • Busy classrooms • Difficulty coping with the ambiguity inherent in creative briefs • Struggle with group critiques • Difficulty following multiple-step instructions for complex design processes • Challenges with software interfaces and technical terminology • Challenges with colour theory and understanding colour relationships • Challenges with time management during project development • Fine motor skill challenges affecting precise tool use (mouse, stylus, cutting tools) | <p>Quality First Teaching</p> <ul style="list-style-type: none"> • Use visual demonstrations alongside verbal instructions • Create glossaries of technical terms with visual examples • Use simple, concise language when explaining concepts • Offer multiple ways to participate in discussions (verbal, written, visual) • Record demonstrations for students to review at their own pace | <p>Quality First Teaching</p> <ul style="list-style-type: none"> • Break complex projects into smaller, manageable tasks with clear checkpoints • Use visual organizers and mind maps to explain design processes • Provide exemplars of completed work at different quality levels • Incorporate regular retrieval practice of key design principles • Scaffold learning with templates and frameworks that can be gradually removed | <p>Quality First Teaching</p> <ul style="list-style-type: none"> • Teach keyboard shortcuts to reduce reliance on precise mouse movements • Provide options for screen settings (contrast, brightness, text size) • Incorporate regular movement breaks during long class sessions • Offer alternative tools and materials for students with sensory sensitivities • Demonstrate proper posture and techniques to reduce physical strain | <p>Quality First Teaching</p> <ul style="list-style-type: none"> • Create a supportive classroom culture that values diverse approaches • Establish clear success criteria for projects while allowing creative freedom • Normalize iteration and failure as part of the creative process • Provide opportunities for private feedback alongside group critiques • Incorporate well-being practices like mindfulness during stressful project periods • Use authentic, real-world projects to increase engagement and motivation • Celebrate effort and improvement, not just final outcomes • Implement predictable routines while |

- Physical discomfort from extended periods at workstations
- Emotional regulation issues during stressful deadlines or technical difficulties

Opportunities for success

Communication and Interaction (ASD & SCLN):

- Visual communication is a natural strength for many students who prefer non-verbal expression
- Digital tools provide consistent, predictable interfaces that some students prefer
- **Cognition and Learning:**
- Visual-spatial learners often excel naturally at composition, layout, and design principles
- Hands-on, practical work allows students

maintaining creative flexibility

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| <p>to demonstrate skills without relying heavily on written work</p> <ul style="list-style-type: none">• Social, Emotional and Mental Health:• Creative expression provides a positive outlet for emotions and stress• Completing design projects builds sense of achievement and self-efficacy• Portfolio development showcases personal growth and improvement over time | | | | |
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