

Look for places where the learning goal, task and context are not yet working together. Describe what happened before deciding why.

Notice the barrier. Keep the learning goal. Add one scaffold. Review the impact. Review temporary scaffolds over time. Maintain continuing reasonable and access adjustments while they are needed.

01 Purpose and prior knowledge

Notice: Delayed starts, copying without direction, or repeated requests about what counts as complete.
Check: Is the goal visible? Has essential prior knowledge been activated or modelled?

02 Language and representation

Notice: Pauses around key terms, missed relationships, or responses that change when information is shown another way.
Check: Which words, symbols, examples or formats are essential to the goal?

03 Task load and sequencing

Notice: Lost place, skipped steps, repeated checking, or success only after the task is chunked.
Check: Can non-essential memory, navigation or copying demands be reduced?

04 Attention and regulation

Notice: Slow recovery after interruption, uncertainty after an error, or long gaps before the next attempt.
Check: Are cues, routines, time and feedback helping learners plan, monitor and recover?

05 Participation and belonging

Notice: A narrow range of voices, repeated low-risk roles, or ideas appearing only after rehearsal.
Check: Is there a safe, meaningful route for every learner to think, respond and contribute?

06 Access and environment

Notice: Difficulty locating materials, seeing, hearing, moving, using tools or working through sensory distraction.
Check: Can the space, timing, material or tool be adjusted while the goal stays the same?

1. Notice the barrier Record the moment without interpreting motive.	2. Keep the goal Name the learning that must stay demanding.	3. Add one scaffold Change one thing without completing the thinking.	4. Review impact Look for a visible change in access.
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Learning Barrier Observation

Choose one learning episode. Capture low-inference evidence at four moments. Do not record learner names, diagnoses or assumed motives.

Learning goal

Task or lesson phase

Date and time

Moment	What I saw or heard	Task demand	Map area to check
Entry first 30-60 seconds			
During where progress changed			
Response how thinking became visible			
Recovery after error or interruption			

Low inference: “Three learners reread step two and asked what to do next.” **Avoid:** “They were unmotivated.”

Before choosing a scaffold, check the design

- ☐ The intended learning, not just the activity, is clear.
- ☐ Key words, symbols and examples are accessible.
- ☐ Every learner has a meaningful response route.
- ☐ Support targets the friction, not the learner's identity.
- ☐ Essential prior knowledge has been checked or activated.
- ☐ Instructions remain visible after teacher talk ends.
- ☐ Materials, tools, space and timing are usable.
- ☐ Temporary scaffolds are reviewed; continuing adjustments remain available.

One pattern worth testing

What learner voice or existing evidence could confirm or challenge this?

Learning Barrier Scaffold Planner

Turn one observed friction point into one small, testable design change. Keep the learning goal and define the improvement you expect to see.

Safety first: testing one change must never delay safeguarding action, accessibility measures or support required by an existing plan.

1

Keep the learning
Write the knowledge, understanding or practice that must not be diluted.

2

Locate the friction
Use the observation, not a label. "When the task required... I noticed..."

3

Add one scaffold
Choose the smallest change that improves access without completing the thinking for the learner.

Clarify Model the first move. Show a finished example. Make the goal visible.	Represent Pre-teach key language. Pair words with examples, visuals or demonstrations.	Sequence Chunk steps. Reduce copying. Keep instructions available.
Regulate Add a pause cue, progress check, feedback routine or recovery step.	Invite Offer rehearsal, wait time and more than one meaningful response route.	Enable Adjust the material, tool, position, timing or sensory load.

4

Define a visible success signal
Use an action you can see or hear. "The learner uses the sequence to complete the next relevant step."

Review when 	Result
Next step and reason 	Learner perspective