Barriers to Learning and Development*

Range of Learners
(categorized in terms of their response to academic instruction)

I = Motivationally ready & able
   No barriers

Not very motivated/
lacking prerequisite knowledge

II = & skills/
different learning rates & styles/
minor vulnerabilities

III = Avoidant/
very deficient in current capabilities/
has a disability/
major health problems

<table>
<thead>
<tr>
<th>Instructional Component</th>
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<tbody>
<tr>
<td>(a) Classroom Teaching</td>
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<tr>
<td>(b) Enrichment Activity</td>
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</tbody>
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Desired Outcomes
(High expectations)

Examples of barriers*:

External
• inadequate enrichment/recreational opportunities
• school and community deficiencies
• frequent transitions and mobility
• lack of home involvement/family problems
• lack of positive peer support
• inadequate school support programs and community social/health services

Internal
• deficiencies in necessary prerequisite skills
• negative attitudes toward schooling
• disabilities and other vulnerabilities

*Although a few youngsters start out with internal problems and many others internalize negative experiences, there can be little doubt that external factors are primarily responsible for the majority of learning, behavior, and emotional problems encountered in schools. Addressing barriers both minimizes factors interfering with healthy development and learning and enables others to promote healthy development and learning. Promoting healthy development in an end in itself and also plays a major role in prevention.