Cognition and Learning

Shine
Spina bifida • Hydrocephalus
Information • Networking • Equality

Cognition and Learning Needs	Cognition and Learning Strategies
• May have difficulty with visual memory (the ability to remember information that has been viewed in the past) • Visual perception (the brain's ability to make sense of what the eye's see) may be more difficult • Patterns may not be recognised • Lack of an internal map	• Use personal digital photos as prompts • Colour code books and equipment • Provide paper copies of worksheets • Provide a buddy to travel around the school building with. • A map of the school and classrooms may be helpful.
• Working memory retrieval and recall skills may be impaired • Processing speed might be slower • May be more difficult to concentrate	• Use memory aids like mind maps and mnemonics (A tool that helps us to remember certain facts or large amounts of information. They can come in the form of a song, rhyme, acronym, image, phrase, or sentence). • Use a diary to record reminders • Give fewer choices • Provide extra time and longer for responses • Use technology for recording information
• May need support with organising and planning for learning • Initiating tasks may be more difficult	• Provide a routine and consistency with clear sequencing • Organise the child's workspace • Provide regular prompts • Ensure minimal distractions • Shorten tasks • Look at the quality rather than quantity of work completed

Cognition and Learning (Continued)

Shine
Spina bifida • Hydrocephalus
Information • Networking • Equality

Cognition and Learning Needs	Cognition and Learning Strategies
• Altered concept of time and may not realise passage of time passing. • Prospective memory may be affected (remembering to carry out intended actions in the future)	• Rote learning (learning by memorising) may help • Provide cues, clues and 'scaffolding' • Talk through tasks • Use a timer
• Difficult to grasp numeracy skills and understanding money values and budgeting	• Use hands-on or experiential learning such as cooking, baking, counting out money • Revisit work and practice skills regularly • Do role play activities
• May struggle to transfer skills to new situations • Executive functioning skills and abstract reasoning abilities may be affected	• Give time to practice transferring skills • Allow the child to have practical experience putting the skills learnt into practice in a real-life situation. • Plan for different scenarios • Use 'rigid thinking' in a positive way to embed tried and tested routines