

Worcestershire DCD/ Dyspraxia Pathway



Worcestershire's Learning Support Team

Janet Mayne | Lynnette Elvins | Kate Hulls

Guidance suitable for pupils with general movement difficulties

In liaison with Worcestershire's Paediatric OT Team

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dyspraxiathway@babcockinternational.com and we will do our best to rectify this.

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Developmental Co-ordination Difficulties (DCD)* Pathway

Often referred to as Dyspraxia* in Educational Settings

Aims

- To help schools to implement their Local Offer as required by the Code of Practice 2014
- To enable school staff to identify pupils with co-ordination difficulties
- To enable school staff to plan effective interventions and resources to support pupils with co-ordination difficulties
- To provide a referral route for assessment and intervention
- To enable parents to better understand and effectively support their children's difficulties

What is Developmental Co-ordination Disorder (DCD) ~ also referred to as Dyspraxia?

Developmental Co-ordination Disorder (DCD) (APA, 2013) occurs when motor performance is substantially below expected levels, given the person's age and previous opportunities for skill acquisition **

- Characteristic features of DCD are clumsiness and difficulties in learning new motor skills, balance, co-ordination, ball skills, fine motor skills such as pencil control & manipulating tools and organisational skills
- Co-occurring difficulties may be seen in aspects of speech & language, reading, spelling, mental calculation, attention, concentration & personal organisation and social & emotional issues
- Pupils with suspected verbal dyspraxia should be referred to a Speech and Language Therapist
- DCD is a recognised medical diagnosis. It is important that other possible causes of co-ordination difficulties are ruled out by medical professionals
- Like other specific learning difficulties, there is a continuum of difficulty from mild to severe
- Boys tend to be identified more often than girls, this is perhaps related to environmental and social & emotional issues

What is the difference between DCD/Dyspraxia and Dysgraphia?

- DCD is an umbrella term for movement difficulties that have an impact on everyday life skills e.g. using cutlery, sitting on a chair, getting dressed, writing and general co-ordination. Pupils with DCD can also find organisation and concentration difficult
- For a medical diagnosis of Dyspraxia there would need to be additional planning difficulties
- Dysgraphia is a difficulty with handwriting

* In this document these terms are interchangeable

** www.dyspraxiauk.com

Awareness and Training

- Children with DCD who are not recognised may experience failure and frustration, are sometimes perceived as lazy & unmotivated, and may develop difficulties accessing learning or emotional and social problems
- Staff should have access to or develop a simple classroom checklist to help them identify pupils with possible movement difficulties ~ [see figure 1](#)
- Staff should assess their knowledge of DCD using an appropriate self-evaluation tool ~ see suggested tool and example of evidence [figures 2 & 3](#)
- Developmental guides should be available to all staff to help them gain a better understanding of typical movement development ~ [see figures 4 & 5](#)
- High quality professional development available from LST. Aims ~ to raise staff awareness of DCD and enable pupils with co-ordination difficulties to access the curriculum and achieve their full potential alongside their peers without fear of failure

Referral Route and Waves of Intervention

- **Children with severe co-ordination difficulties should be referred to a paediatrician to rule out any other possible causes of movement problems**
- **It is important to seek advice from medical professionals for pupils with known medical conditions**
- For pupils without a known medical diagnosis, classroom strategies, intervention and resources are suggested under each Wave
Wave 1 Quality First Teaching ~ Class Teacher ~ [figure 6](#)
Wave 2 Planned Provision & Interventions following advice from SENCo ~ [figure 7](#)
Wave 3 Intensive Individual Interventions following advice from LST & OT ~ [figure 8](#)
- Ongoing concerns will need to be discussed with the school nurse, doctor or GP
- Pupil progress should be tracked using ~ Plan, Do, Review and Revise model (Code of Practice 2014)
- Pupils & parents should be involved in assessing and monitoring progress ~ involvement in the decision making leads to increased motivation, confidence and greater engagement in the learning process
- Pupil friendly targets and paperwork should be produced ~ see examples [figure 9 & 10](#)
- Secondary specific suggestions have been provided ~ see [figure 11](#)

Additional Information & Resources

- Useful resources ([see page 23](#))
- Useful websites ([see page 24 & 25](#))
- Additional reading material and resource suppliers ([page 26](#))

Figure 1



Name:	Date:
DCD/DYSPRAXIA Possible Areas of Need ~ highlight appropriate statements	
Gross motor <ul style="list-style-type: none"> ● Poor balance and coordination ● Frequently falls over ● Difficulties with PE / games, dance, swimming, poor ball skills ● Difficulties maintaining good seated posture ~ may slump or prop head ● Drops/breaks things easily ● Tires easily ● May not be able to ride a bike 	Fine motor <ul style="list-style-type: none"> ● Poor handwriting ● Messy eating ● Slow to dress/undress – zips & buttons etc. ● Poor manipulative skills affect Art or Craft work or Design Technology ● Difficulties cutting/sticking; hand tires quickly when writing ● Difficulties with spacing/sizing ● Difficulties recording ideas on paper ~ slow ● Pencil grip too tight/loose
Visual perception <ul style="list-style-type: none"> ● Poor copying skills ● Reversals/orientation difficulties ● Poor spatial awareness ● Poor at sequencing ● Discrimination difficulties ● Difficulties tracking ● Difficulties with jigsaws/sorting games 	Social skills <ul style="list-style-type: none"> ● Often isolated ● Difficulties judging how to behave in company (sharing/talking etc.) ● Not included in games ● Poor understanding of ‘rules’ – e.g. personal space ● Can be volatile, erratic, hard to get on with ● Feeling and possibly being different
Attention and concentration <ul style="list-style-type: none"> ● Fidgety ● Poor concentration ● Distractibility ● Inability to complete tasks ● Poor listening skills ● Difficulties keeping track of thoughts ● Requires activities to be broken down ● May be affected by background noise ● Difficulties thinking of words to write 	Speech, Language and Communication Difficulties <ul style="list-style-type: none"> ● Disordered speech sound development – volume, rhythm, intonation ● Impaired expressive language skills ● Difficulties remembering and following sequences of instructions ● Words may be muddled ● Difficulties understanding positional language (on, in, behind etc.) ● Difficulties following directions and remembering way around new environment
Organisation <ul style="list-style-type: none"> ● Very muddled and disorganised ● Difficulties following sequences and rules ● Requires visual reminders ● Difficulties laying out work and planning ● Poor sense of time 	Additional Information <ul style="list-style-type: none"> ● Any known medical condition etc.



Figure 2

Name: _____ Please circle: Teacher (NQT /QT) Teaching Assistant (TA /HLTA)					
Statement: The practitioners in this school have knowledge and understanding of what DCD is and are aware of the implications for learning. We take action to ensure pupil progress.	Level of Confidence Range of responses: 1 (Not very confident) to 4 (Very confident)				Evidence We have evidence that school practitioners.....
Focusing	1	2	3	4	
I recognise that pupils with DCD may have difficulty co-ordinating movements and/or a delay in the development of motor skills.					
Developing					
I am able to identify pupils who have DCD in my class.					
I am aware that the characteristic feature of DCD is difficulty with gross and fine motor skills.					
I take advice from the SENCo and make the recommended adjustments to remove DCD related barriers to learning.					
I sometimes produce additional materials and equipment to aid the learning of pupils with DCD in my class (with guidance from the SENCo /Specialist Support Staff).					
Establishing					
I have knowledge and skill in identifying the signs that indicate DCD.					
I am aware that DCD needs may not be obvious to others.					
I have some knowledge about how to make adjustments to remove barriers to learning for pupils with DCD.					



I encourage/support pupils with DCD to communicate to me what the barriers to learning are for them, and make appropriate adjustments to my teaching.					
I monitor pupils with DCD in my class, to ensure that they are making the maximum possible progress					
I work closely with colleagues to develop my understanding and improve my practice in removing barriers to learning for pupils with DCD.					
Enhancing					
I recognise when a pupil has DCD and know who to involve if they require any specialist support.					
I understand the range of barriers to learning that a pupil with DCD will experience.					
Reasonable adjustments for pupils with DCD are included in all the planning and assessment processes in my classroom.					
Pupils with DCD say they enjoy their learning in my classroom.					
I have secure knowledge about the actions required to narrow the gaps in attainment between pupils with DCD and their peers.					
Pupils with DCD make good progress in my class.					
I support other colleagues to develop their practice in relation to DCD					

What training or development in DCD would you like next?

Figure 3

IDP – examples of evidence for self-evaluation checklist for DCD

Statement: The practitioners in this school have knowledge and understanding of what DCD is and are aware of the implications for learning. We take action to ensure pupil progress.	We have evidence that school practitioners.....
Focusing	
Developing	
I am able to identify pupils who have DCD in my class.	<ul style="list-style-type: none"> Are made aware of pupils with DCD by the SENCo who also provides advice for their inclusion.
I am aware that the characteristic feature of DCD is difficulty with gross and fine motor skills.	<ul style="list-style-type: none"> Identify classroom practice ~ strategies suggested by the SENCo for supporting individuals with DCD (e.g. use of specific writing aids).
I take advice from the SENCo and make the recommended adjustments to remove DCD related barriers to learning.	<ul style="list-style-type: none"> Have attended courses (and disseminated to others) Promote a DCD friendly classroom as a foundation for good learning Monitor the effectiveness of strategies used.
I sometimes produce additional materials and equipment to aid the learning of pupils with DCD in my class (with guidance from the SENCo/ Specialist Support Staff).	<ul style="list-style-type: none"> Are able to evidence strategies to support pupils with DCD within their class assessment and planning processes (e.g. differentiation of activities in P.E, use of other means of recording information other than by hand).
Establishing	
I have knowledge and skill in identifying the signs that indicate DCD.	<ul style="list-style-type: none"> Evaluate pupil participation processes to ensure pupils with DCD are equally enabled to be active participants (e.g. encouraging an “asking-friendly” environment).
I am aware that DCD needs may not be obvious to others.	<ul style="list-style-type: none"> Am able to identify that pupils with DCD feel the strategies put in place support them to enjoy and participate in their learning.
I have some knowledge about how to make adjustments to remove barriers to learning for pupils with DCD.	<ul style="list-style-type: none"> Am aware of what pupils with DCD should be achieving.
I encourage/support pupils with DCD to communicate to me what the barriers to learning are for them, and make appropriate adjustments to my teaching.	<ul style="list-style-type: none"> Make gross and fine motor skills training packages available to pupils who may benefit and include activities regularly for the whole class (handwriting finger fun activities, use of a task management board).

I monitor pupils with DCD in my class, to ensure that they are making the maximum possible progress	<ul style="list-style-type: none"> Have introduced monitoring to ensure prompt action/intervention is taken if they fail to meet expected targets ('Jimbo Fun').
I work closely with colleagues to develop my understanding and improve my practice in removing barriers to learning for pupils with DCD.	<ul style="list-style-type: none"> Advise all staff on the action they can take to help them more effectively support pupils with DCD and make the whole environment DCD friendly.
Enhancing	
I recognise when a pupil has DCD and know who to involve if they require any specialist support.	<ul style="list-style-type: none"> Knowledge of which outside agencies to involve following school intervention.
I understand the range of barriers to learning that a pupil with DCD will experience.	<ul style="list-style-type: none"> Evidence of courses attended.
Reasonable adjustments for pupils with DCD are included in all the planning and assessment processes in my classroom.	<ul style="list-style-type: none"> Alternative equipment is offered e.g. hand held ruler, suitable scissors, writing slope.
Pupils with DCD say they enjoy their learning in my classroom.	<ul style="list-style-type: none"> All pupils are prepared to 'risk –take' and remain confident when not always correct.
I have secure knowledge about the actions required to narrow the gaps in attainment between pupils with DCD and their peers.	<ul style="list-style-type: none"> Courses attended, knowledge of recent research and resources.
Pupils with DCD make good progress in my class.	<ul style="list-style-type: none"> Have school-based evidence that pupils with DCD make progress that matches or exceeds that achieved previously.
I support other colleagues to develop their practice in relation to DCD.	<ul style="list-style-type: none"> In house training and support.

Figure 4

Age In Years	Gross Motor Development	
	<ul style="list-style-type: none"> Assumes a seated position unaided Creeps on hands and knees Transitions into different positions: sitting, all fours, lying on tummy Pulls self to stand Walks while holding onto furniture Takes 2-3 steps without support Rolls a ball in imitation of an adult 	
Age 1		
	<ul style="list-style-type: none"> Walks smoothly and turns corners Begins running Is able to pull or carry a toy while walking Climbs onto/down from furniture without assistance Walks up and down steps with support Picks up toys from the floor without falling over 	
Age 2		
	<ul style="list-style-type: none"> Imitates standing on one foot Imitates simple bilateral movements of limbs (e.g., arms up together) Climbs nursery equipment with agility Pedals on tricycle Jumps in place with two feet together Able to walk on tip toes Catches using body Can gallop 	
Age 3		
	<ul style="list-style-type: none"> Climbs ladders and trees Dresses self-unaided (except tying shoelaces) Uses whole body to kick ball forcibly Catches large ball between extended arms Jumps vertically with both feet leaving the floor Goes down stairs one foot per step Stands on preferred foot for 3-5 seconds Hops on preferred foot One foot skip 	
Age 4		
	<ul style="list-style-type: none"> Rides a bicycle with training wheels Can walk along a narrow line heel to toe Able to jump to a height of about 30cm Can go up and down stairs alternating feet Can catch a large ball with their hands Can attend to toilet needs without much help Can stand on one foot 8 - 10 seconds, right or left foot Skips on alternate feet for some distance 	
Age 5	<ul style="list-style-type: none"> Able to maintain balance while moving quickly e.g. in 'Tag' 	

Figure 4

Age In Years	Gross Motor Development	
 <p>Age 6</p>	<ul style="list-style-type: none"> • Able to control speed when running and avoid collision • Can jump down several steps • Can kick a football up to 6m away • Can throw a ball with accuracy • Able to stand and balance on one foot for at least 3 seconds • Walks heel-to-toe in a straight line • Dress and undress without help • Rides a bike with stabilisers • Catch and bounce a small ball • Plays on apparatus with skill • Can skip in time to music 	
 <p>Age 7</p>	<ul style="list-style-type: none"> • Is able to ride a bicycle without training wheels • Can walk along a thin line with arms outstretched for balance • Can do a somersault or forward roll • Is able to catch and throw skilfully using one hand • Able to plan movements • Has an awareness of direction and distance • Shows improvements in hand-eye coordination • Can hopscotch up to 2 successful hops 	
 <p>Age 8</p>	<ul style="list-style-type: none"> • Can bathe themselves • Can pour a drink without spilling • Needs to be physically active every day (approx. 30 mins) • Can hopscotch for some distance 	
 <p>Age 9</p>	<ul style="list-style-type: none"> • Can help make a snack for him or herself • Can help make a drink for him or herself 	
 <p>Age 10</p>	<ul style="list-style-type: none"> • Interested in own strength - boys enjoy wrestling • Has both skill and stamina for gross motor activities such as: biking, skating and team sports 	
 <p>Age 11</p>	<ul style="list-style-type: none"> • Can make a snack • Able to help with household chores such as mopping, sweeping and dusting 	

Figure 5

Age In Years	Fine Motor Development	
 <p>Age 1</p>	<ul style="list-style-type: none"> Reaches, grasps, puts object in mouth Controlled release of objects Holds a spoon but cannot feed themselves Picks things up with pincer grasp (thumb and one finger) Transfers object from one hand to the other Drops and picks up toy Throws things deliberately 	
 <p>Age 2</p>	<ul style="list-style-type: none"> Builds tower of three small blocks Turns pages two or three at a time Scribbles, holding pencil in preferred hand (usually) using three fingers Turns knobs Paints with whole arm movement, shifts hands, makes strokes Brings spoon to mouth and self-feeds with minimal assistance Holds and drinks from cup independently 	
 <p>Age 3</p>	<ul style="list-style-type: none"> Strings four large beads Turns single pages Cuts with scissors Holds crayon with thumb and fingers (not fist) Uses one hand consistently in most activities Imitates circular, vertical, horizontal strokes Paints with some wrist action, makes dots, lines, circular strokes Rolls, pounds, squeezes, and pulls Play dough Eats without assistance. 	
 <p>Age 4</p>	<ul style="list-style-type: none"> Threads small beads to make a necklace Holds pencil with good control Can copy letters VHTO Builds tower of nine small blocks Starts to be able to draw shapes such as a square and triangle Manipulates clay material (rolls balls, makes snakes, cookies) Uses non dominant hand to assist and stabilise the use of objects 	
 <p>Age 5</p>	<ul style="list-style-type: none"> Hand preference is well established Copies their own name Colour within the lines Holds a pen or pencil in tripod or equivalent grip Can cut out a variety of objects usually staying on the line Can copy basic 2D shapes e.g. square, triangle Draws recognisable pictures e.g. house, tree, man Can use a knife to spread jam/butter etc Can fasten buttons Can operate a computer 	
 <p>Age 6</p>	<ul style="list-style-type: none"> Tying shoelaces Using a knife and fork correctly Can copy a redrawn diamond shape Can draw a person with facial features and legs connected to a distinct trunk Cuts out shapes well using scissors Can open and close a zip Writes their first and last name 	

Figure 5

Age In Years	Fine Motor Development
 <p>Age 7</p>	<ul style="list-style-type: none"> • Is able to cut using a knife • Is able to draw a diagonal line
 <p>Age 8</p>	<ul style="list-style-type: none"> • Uses a ruler with ease
 <p>Age 9</p>	<ul style="list-style-type: none"> • Can use a computer keyboard easily
 <p>Age 10</p>	<ul style="list-style-type: none"> • Can use a can opener • Capable of fine hand and finger movements • Draws with great detail • Uses tools, such as a hammer or small garden tools, fairly well
 <p>Age 11</p>	<ul style="list-style-type: none"> • Eye-hand co-ordination is mastered • Can draw, paint and engage in making intricate models and construction • Can use a hole punch and stapler

Figure 6

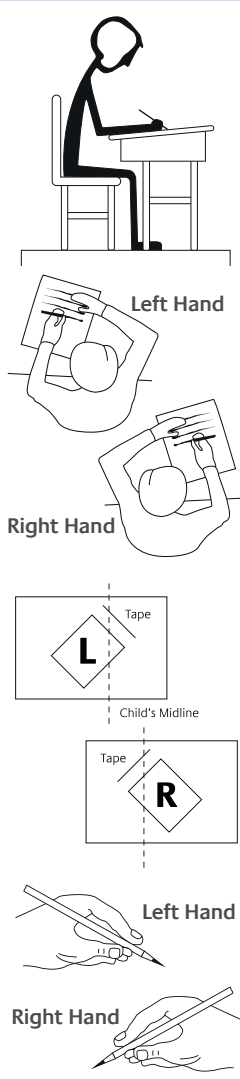


DCD/ Dyspraxia Pathway - Wave 1 Quality First Teaching ~ class teacher	
Classroom strategies/environment <ul style="list-style-type: none"> ● Provide appropriately sized furniture or adapt existing furniture to promote good writing/sitting posture ● Encourage correct paper positioning ● Appropriate seating position within the classroom according to individual needs ● Adapt task ~ decrease motor output without changing cognitive expectations ● Multi-sensory approach to promote and value kinaesthetic/ auditory/visual skills ● Develop clear routines supported by visual timetables / task management boards ● Select teams randomly in PE so no pupil feels left out ● Give advanced notice of changes ● Praise effort and try to understand nature of the difficulty ● Encourage correct pen/pencil grip ● Peer and buddy support ● Enlarge text ~ use coloured paper/coloured reading ruler ● Finger warm up activities before writing ● Allow additional time for tasks ● Give instructions in small bite sized chunks ● Practise scissor skills ● Provide responsibilities within the class to help maintain self-esteem ● Allow the pupil to lean against something for support when sitting on the floor ● Accept fidgety behaviour is not always the pupil's fault ● Coloured background on computer screen and interactive whiteboard ● Use ICT e.g. Clicker 7 	 <p>The illustrations show a child sitting at a desk, two diagrams for paper positioning labeled 'Left Hand' and 'Right Hand', and two diagrams for writing posture labeled 'Left Hand' and 'Right Hand'.</p>
Interventions ~ whole class <ul style="list-style-type: none"> ● Active 8 ● Write Dance ● Flexible Handwriting scheme ● Morrells Handwriting 	 <p>The illustration shows the cover of the 'Write Dance' book, featuring a child and the title 'Write Dance'.</p>
Resources <ul style="list-style-type: none"> ● Coloured reading ruler ● Writing slope ● Stabilo pen/pencil ● 'Fat' or 'triangular' pens/pencils ● Raised lined paper ● Visual timetable/task management board ● Variety of pencil grips ● Adapted Scissors ● Foot Block ● Table raiser 	 <p>The illustration shows a stack of pencils, a writing slope, and a variety of pencil grips.</p>

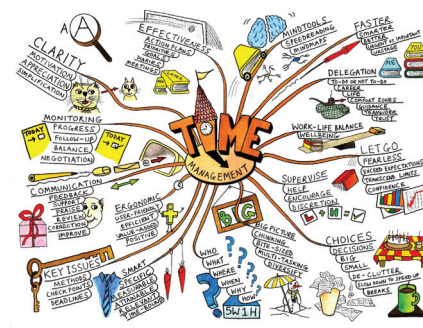
Figure 7

DCD/ Dyspraxia Pathway - Wave 2

Class teacher / TA offer planned provision and interventions following advice from SENCo in addition to Wave 1 support

Classroom strategies/environment

- Keyboard skills
- Alternatives to written recording e.g. mind maps & storyboards
- Planned activities during unstructured times to develop social skills/motor co-ordination
- Pre-teach gross activities before class PE lessons in a withdrawal group
- Include balance, cross lateral & shoulder stability exercises in PE lessons
- Transition planning



Interventions ~ small group ~ 10 week programme recommended, using programmes such as:

- Fine motor group ~ e.g. plasticine, scissor & peg activities
- Speed Up!
- Smart Moves
- Write Dance
- Motor Skills United
- Catch-up intervention programmes devised by OT & LST
- Take Ten



Resources ~ all Wave 1 suggestions ~ plus resources such as:

- Keyboard programme e.g. Nesy Fingers, BBC Dance Mat, and Kewala Typing etc.
- Increased use of ICT e.g. iPad, Alpha Smart Neo & Dictaphone
- Raised lined paper
- Weighted lap cushion/cat
- Wedge cushion

Nesy Fingers
touch
typing



Figure 8

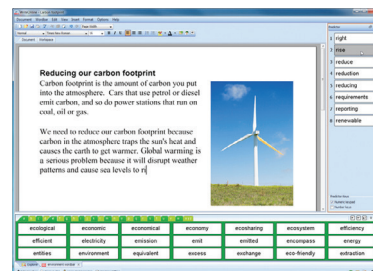
DCD/ Dyspraxia Pathway - Wave 3

SENCo /Class Teacher/TA provide individual intensive interventions to address persistent needs following advice from OT, LST & other relevant professionals in **addition to Wave 1 & 2 support**

Close liaison with parents and outside agencies

Classroom strategies/environment

- Increased use of a scribe or keyboard to record work
- Increased use of ICT e.g. Dragon Voice, Write OnLine, Clicker 7 etc.
- Own workstation
- Access Arrangements for SATs, GCSEs etc.



Interventions:

- Jimbo Fun
- Pindora's Box (LST)
- Sensory Motor OT planned programme
- Individual programme planned by OT/LST
- Fizzy Programme
- Pegs to Paper
- Write from the Start
- Secondary Handwriting Programme (LST)

Training and Advice available from LST

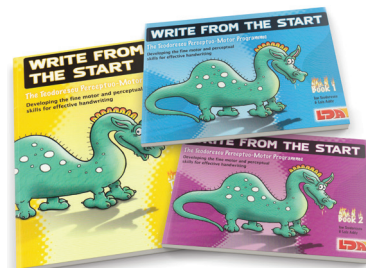


Figure 9

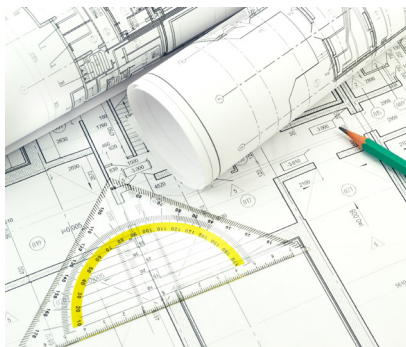
Example of Child Friendly Primary/Younger Pupil Target Setting		
My Targets Name: _____		
<p>I can sit correctly.</p> 	<p>I can get my things ready for lessons.</p> 	<p>I run and stop with control.</p> 
<p>I can hop and jump.</p> 	<p>I can skip without a rope.</p> 	<p>I can throw, catch and kick a ball.</p> 
<p>I can get to Level _____ on Kewala typing.</p> 	<p>I can dress and undress for PE</p> 	<p>I can hold my pencil correctly.</p> 
Comments:		
<p>It is suggested that the pupil works on one target at a time – review target regularly.</p>		

Figure 10

Example of Secondary/Older Pupil Friendly Target Setting

Name: _____

I have a plan to help me know my way around school.



I use ICT to help me record my work.



I find friends to sit with at lunchtime



I attend an after-school club.



I have a revision time-table for my exams.



I am aware of the danger in Science and Technology.



I pack my school bag in the evening for the next day.



I use a task management board in some lessons.



I record all my homework in my school planner/Dictaphone.



Comments:

Figure 11

Secondary Strategies

Sometimes Dyspraxia may not be identified until the pupil reaches secondary education. They have often managed to use strategies such as using peer support and copying to cope in their previous schools. However the structure within secondary education is very different and problems may manifest themselves particularly in view of the organisational skills that are required.

CONCERN	STRATEGIES
<p data-bbox="244 548 470 589">Organisation</p>  	<p>Teach the pupil strategies in order to help them remember and organise themselves e.g. use of planners and lists, use of ‘dyspraxia friendly’ visual information presented throughout the school, recording pen to record messages about routine changes, use of post-it notes.</p> <p>Differentiate the work expected so that the essential information is recorded. e. g. the labelling of a map rather than the time having been spent actually drawing the map - use templates, part-prepared hand-outs, and diagrams.</p> <p>Provide lists of key concepts, vocabulary and spelling. Teach mind-maps, spider diagrams.</p> <p>Encourage them to keep a clear pencil case in their school bag at all times so that everything can be seen - and to have another identical one for use at home.</p> <p>Always provide small copies of their lesson timetable and homework timetable to be kept on their person and easily accessible at all times.</p>
<p data-bbox="288 1359 422 1400">Writing</p>  	<p>All staff need to be aware of their difficulties and give strategies to reduce the frustration they experience particularly when required to complete written work. Allow the pupil to finish a task before moving on; they will feel a failure when work is consistently left incomplete.</p> <p>Encourage the use of I.C.T. if this is felt to be advantageous – word processors, Dictaphone, scribe. Teach Touch Typing if necessary. Try a range of computer mouse including smaller models, left hand models, and roller balls.</p> <p>Provide a sloping desk/file to lean on, anchor the paper with Blu-tack. Try a Stabilo ‘SMove pen or trial others until the most comfortable is found. Encourage the pupil to self-monitor their seating position.</p> <p>Ensure the pupil is always facing the board and not sitting at the back of the classroom.</p>

CONCERN	STRATEGIES
<p>Home Work</p> 	<p>Give homework at the start of lessons, write the homework requirement on a slip of paper for the pupil to stick into their planner,</p> <p>Encourage form tutors to prompt pupils to hand in homework as part of a regular routine,</p> <p>Work with parents to set up a system at home so the pupil can plan ahead, particularly for project work. Use the school planner for liaison.</p>
<p>Physical Education</p> 	<p>Allow the pupil to start changing before the other students if possible and leave a little early at the end of the lesson to change back so they are not late for the next lesson.</p> <p>Don't ask them to go first as they often pick up cues from others about what to do.</p> <p>Provide a locker for their P.E. kit to be stored within the P.E. area.</p> <p>Offer graded motor activities that gradually increase stamina over time and acknowledge that the performance will deteriorate during the lesson.</p> <p>Look for alternative physical activities e.g. running, golf etc. as taking part in team games can be difficult.</p>
<p>Social Skills</p> 	<p>Provide a 'safe haven' during less structured times in school such as break. They may have limited development of social skills which can result in them often being alone.</p> <p>Encourage them to participate in lunch activities that match their interests e.g. drum lessons, Boggle club.</p> <p>Offer social skills training.</p> <p>When new situations arise, allow the pupil time to settle clarifying rules and expectations using unambiguous language.</p> <p>Allow time out if necessary.</p>
<p>Practical Activities</p> 	<p>Make necessary adaptations in science and practical lessons as are thought necessary e.g. allow standing instead of remaining seated on the stool whilst carrying out an experiment, use of looped scissors, use of ridged rulers.</p> <p>As well as poor fine-motor problems – filling test-tube, cutting vegetables – they can also lack an awareness of potential dangers.</p> <p>Pair with a buddy who may pour, move and measure.</p> <p>Secure equipment to the desk if possible.</p> <p>Watch for stress due to noise and allow time out.</p>

Useful Resources

SPECIAL DIRECT.COM

www.specialdirect.com/shops/sd/Default.aspx

Smart Moves ~ gross motor programme for primary pupils

Write Dance & More Write Dance ~ gross motor dance movements to develop handwriting for 4-8 year olds

Motor Skills United ~ develops gross, fine the perceptual skills that impact on handwriting for primary and lower secondary pupils

Coloured reading rulers, Writing slopes, Pencil grips, Adapted scissors, Fat and triangular pencils and pens.

AMAZON

www.amazon.co.uk

Foot rest or just use a heavy object e.g. thick catalogue

Table Raisers ~ supports to raise height of desks

Dictaphones ~ simple voice recorders

Speed Up! A kinaesthetic programme to develop fluent handwriting ~ primary/lower secondary

Write from the start: paper based programme to develop the fine motor and perceptual skills necessary for effective handwriting

DYSPRAXIA ED

www.jimbofun.co.uk/jimbo-fun | www.dyspraxia-ed.co.uk

Jimbo Fun ~ motor skills programme to develop handwriting plus additional resources and advice for parents, teachers and TAs

KENT NHS

www.homepage.ntlworld.com/becky.loo/LookInside/MOTORSKILLS/fizzy.htm

Fizzy Programme A programme developed by Occupational Therapists and Physiotherapists focusing on 3 specific areas: BALL SKILLS, BALANCE & BODY AWARENESS.

NATIONAL HANDWRITING ASSOCIATION

www.nha-handwriting.org.uk

Pegs to Paper ~ an alternative way to develop handwriting skills using large pegs and a pegboard for primary pupils ~ lots of additional information for all ages on this website

MORRELLS

www.morrellshandwriting.co.uk

Handwriting Books using the bounce technique ~ Year 1 to adult

ALPHASMART NEO

www.portabletechnology.co.uk/AlphaSmartNEO2

Primary and secondary

LANGUAGE FOR LEARNING ~ PRIMARY/SECONDARY

www.languageforlearning.co.uk/shop/

Task Management boards

Listening & vocabulary resources

Strategies and resources to develop social skills

THE DYSLEXIA SHOP

www.thedyslexia.co.uk

Take Ten by Sharon Drew ~ excellent fine motor advice, games and activities

Raised lined paper ~ feely lines in a variety of widths

Useful Websites

DYSPRAXIA

www.dyspraxiafoundation.org.uk/about-dyspraxia/ ~ support for parents and information for schools

www.discovery.southwales.ac.uk/resources ~ resources and training information

www.boxofideas.org/Welcome/Welcome.html ~ resources, strategies and discussion

www.meganbakerhouse.org.uk ~ Megan Baker House is a charity providing FREE Conductive Education Services at its centre in Herefordshire

GROSS MOTOR

www.ot-mom-learning-activities.com/gross-motor-activities.html ~ free activities to help develop core stability, shoulder strength and hand-eye co-ordination

www.deta.qld.gov.au/earlychildhood/pdfs/tip-sheets/developing-gross-motor-skills.pdf ~ resource sheet for parents

www.smartcc.co.uk/aboutus.html ~ information about Smart Moves a gross motor programme designed by Sharon Drew

HANDWRITING

www.hct.nhs.uk/our-services/childrens-occupational-therapy/ Select 'Useful Information' ~ developing pencil skills

www.teachhandwriting.co.uk/ ~ great ideas for teachers and parents

www.nha-handwriting.org.uk/handwriting ~ advice for teachers, teaching assistants and parents

www.nha-handwriting.org.uk/publications/publications/pegs-to-paper ~ pegs and boards

www.skillbuildersonline.com/SBA/Index.asp ~ pencil grasp

www.tts-group.co.uk/primary/sen/gross-fine-motor-skills ~ writing slopes

www.thedyslexiashop.co.uk/stationery-for-dyslexics/specialist-paper.html ~ raised lined paper

VISUAL PERCEPTION

www.eyecanlearn.com ~ free games & activities to develop all aspects of visual perception

www.crossboweducation.com/Coloured_overlays_for_reading.htm ~ coloured overlays

KEYBOARD SKILLS PROGRAMMES:

www.bbc.co.uk/schools/typing ~ free online ~ Dance Mat Typing for KS1 & 2

www.touch-typing-tutor.com/TypingInvaders-FreeTypingGame.htm ~ free online ~ space invader type game KS 2 & lower KS3

www.goodtyping.com/ ~ free online ~ traditional typing course for older pupils

www.helpkidzlearn.com/findout/letterpop.html ~ free online ~ match the letter to the one on the screen ~ develops keyboard familiarity ~ for younger pupils

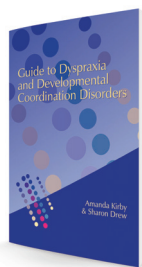
www.thedyslexiashop.co.uk/software/typing-tutors.html ~ a selection of programs to buy e.g. Nessy Fingers, English Type Junior and English Type Senior

LANGUAGE

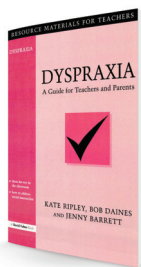
www.hacw.nhs.uk/slc-pathway ~ practical guidance, information and tools for anyone supporting children and young people with speech, language difficulties

www.widgit.com ~ visual support for communication including reading

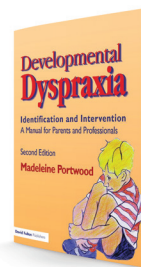
Useful Reference Books



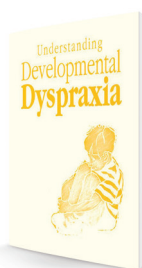
Guide to Dyspraxia and Developmental Co-Ordination Disorders
by Amanda Kirby and Sharon Drew



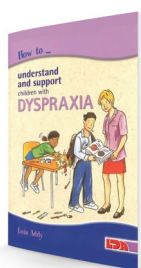
Dyspraxia - A Guide for Teachers and Parents
by Kate Ripley, Bob Daines & Jenny Barrett



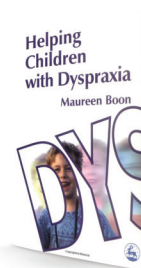
Developmental Dyspraxia: Identification and Intervention:
by Madeline Portwood



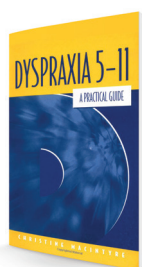
Understanding Developmental Dyspraxia: A Textbook for Students and Professionals
by Madeline Portwood



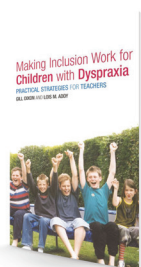
How to Understand and Support Children with Dyspraxia
by Lois Addy



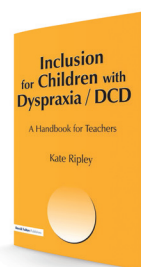
Helping Children with Dyspraxia
by Maureen Boon



Dyspraxia 5-11: A Practical Guide
by Christine Macintyre



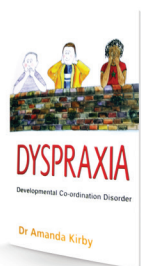
Making Inclusion Work for Children with Dyspraxia: Practical Strategies for Teachers
by Lois Addy



Inclusion for Children with Dyspraxia: A Handbook for Teachers
by Kate Ripley



Coping with Dyspraxia
by Jill Eckersley & Sheldon Press



Dyspraxia: Developmental Co-ordination Disorder
by Amanda Kirby