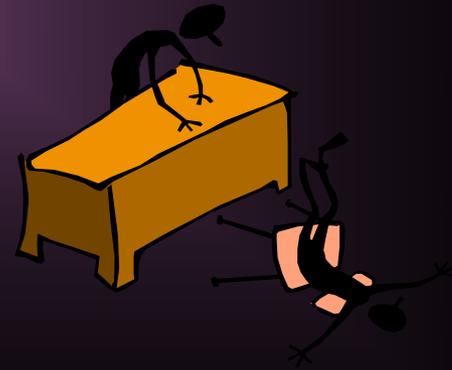


Dyspraxia



- Recognition of dyspraxia comes when a student has poor co-ordination and balance without any obvious or perceptual causes
- They tend to appear untidy and somewhat ungainly about the school and this often becomes the focus of unwelcome attention.
- Most tasks take longer for dyspraxic student to understand and carry out.
- Students may be intellectually equal to their peers but are often emotionally younger by several years.
- They often still require reassurance and support more in keeping with a student 2-3years younger than their chronological age.

Dyspraxic students may experience significant problems with:

- self organisation, especially keeping their possessions together and in an acceptable state.
- setting work out on a page.
- poor motor co-ordination results in slow and often illegible handwriting.
- spatial tasks such as map work, measuring and construction.
- tasks involving processing through listening i.e the auditory route, and may need to be shown what to do or have a visual reminder.
- science and technology lessons where standards of safety and precision are required.

- reading aloud in class where common problem areas include losing their place and struggling to read with expression.
- many dyspraxic students have difficulty with reading.
- PE which can result in problems with self esteem, especially in lessons involving team games, changing before and after PE where managing buttons, shoelaces and other fastenings can present a challenge.
- maths where the language and understanding of shape concepts may be harder, as well as the practical implications of using a ruler and counting equipment.
- a poor awareness of time and difficulties finding their way around may result in lateness to school and lessons.
- age appropriate activities such as riding a bike, catching a ball, balance, competitive sports and playing a musical instrument.

Support

- Make instructions simple and clear
- Give extra thinking time
- Provide visual reminders and prompts such as timetables and “to do” lists
- Provide special equipment such a chunky pencils or seating wedges
- PE activities/braingym can support coordination and balance
- Reading materials in a larger font maybe easier to read

Contacts

- Extra support can be found from the class teacher or school SENCO
- Your GP may refer you to a physiotherapist or an occupational therapist for specialist support