

DYSPRAXIA: CHECKLIST

EARLY YEARS	YES	NO	?
<p>Lateness or difficulty in:</p> <ul style="list-style-type: none"> • Developmental milestones such as learning to sit up, crawl, walk • Learning to ride a bike • Holding a crayon, tracing • Using a beaker • Using cutlery • Developing laterality (a dominant hand) • Fastening buttons, tying shoe laces • Dressing independently • Using the toilet independently • Developing pincer grip • Using scissors 			
PRIMARY YEARS	YES	NO	?
<ul style="list-style-type: none"> • Difficulties in independence persist • Messy or illegible handwriting • Difficulty in using scissors • Messy drawing • Slow to undress/dress for PE • Poor directional skills in PE, lacks agility, • Difficulty in hopping, skipping, jumping • Appears to squirm a lot or be restless • Appears low toned – slumped shoulders • Does not use both sides of the body e.g. dominant hand and supportive hand • Difficulty copying and tracing with accuracy • Bumps into things • Falls over a lot 			



<ul style="list-style-type: none">• Heavy handed• Forgets finger spaces between words/writing may float up the page• Speech is difficult to understand• Misses out words or lines when reading• Mis-reads words which are visually similar• Avoids certain food textures			
SECONDARY YEARS	YES	NO	?
<ul style="list-style-type: none">• Slow to change for PE• Avoids PE/games activities• Poor sense of time• Poor sense of direction• Illegible handwriting• Slow handwriting• Clumsy – bumps into things such as the doorframe or other people• Clumsy – knocks things over, such as glasses, cups• Holds things too tight• Slow and inaccurate copying from the board• Poor attention span• Appears forgetful• Reading is inaccurate – misses out words and/or lines• Avoids activities which require coordination, such as cutting, sewing, tying shoe-laces• Appears immature• Writing is disorganised and lacks structure			
BEYOND SECONDARY, Difficulty with:	YES	NO	?
<ul style="list-style-type: none">• Remembering instructions/to do things• Getting to work on time, catching train on time• Planning and organising of self and resources• Learning to drive a car• Organisation of thoughts and ideas			



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