

DYSPRAXIA: WAYS TO HELP

Early Years:

Focus upon developing: bilateral coordination, balance, tactile sensitivity

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| <ul style="list-style-type: none"> • Crawling through tunnels • Climbing frames • Colouring patterns with both hands at the same time • Mirror shapes • Rolling • Angels in the snow • Assault course • Clapping out or stamping out balloons or bubbles • Heel-toe action • Play dough using palm and finger • Posting activities • Finger painting • Sand tracing | <ul style="list-style-type: none"> • Line Dancing • Aerobics • finger isolation: thumb to each finger in turn, on each hand then both hands together • Putting pegs on a line • Feely bags • Threading • Mazes • Posting activities • Barbecue tongues • Post marbles in containers • Posting • Exercises to cross the midline: left hand to right ear, • 'Simon Says' |
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Primary:

Continue to focus upon developing key skills of movement, organisation and balance

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| <ul style="list-style-type: none"> • Kicking a ball into a net – use different sizes and weights of ball • Catching a balloon, then a large basketball, • Target practice • Posting activities • Over and under with a balloon • Write-Dance • In PE ask children to run in different directions • Provide a line on the LH side of the page to aid starting • Backward chaining • Wobble board • Walking along a bench or between two lines • Walking along an upturned bench • Teach specifically posture and balance • Walk on uneven surfaces | <ul style="list-style-type: none"> • Run with varying speed and direction, changing direction, in a variety of ways, on different parts of the feet • Language work to develop spatial concepts e.g. front, before, in between, over • Whole-body movements or placing objects relative to the body • Blindfold games • Provide feedback through 'walking through' the child through the activity, so they can tell what it feels like: e.g peddling a bike • Push against your hands with their feet at different intensity • Balance a bean bag on different parts of the body |
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Secondary:

The main difficulties are associated with sequencing and organisation

- Scaffold essays: provide a template to structure and organisation
- Provide visual prompts
- Model activities
- Make the object of the activity explicit
- Encourage dialogue and explanations
- Provide regular movement breaks
- Teach explicitly new strategies and explain any difficult vocabulary
- Do not expect children to sit for too long and listen – particularly on the floor
- Brain gym activities throughout the day
- Provide a flexible approach to handwriting
- Encourage the use of a laptop to organise thoughts and ideas before writing
- Ensure planning time before writing an assignment
- Ensure you gain the attention of the pupil before issuing instructions
- Keep instructions clear and precise
- Provide time prompts to aid time concepts

Beyond Secondary:

The focus should be upon developing independence

- Focus upon developing self-help skills in organisation and planning
- Time management – use an APP to timetable events
- Use of a word processor to organise thoughts in writing
- Practice skills in a safe environment
- Allow processing time

Access arrangements in exams:

There are no specific access arrangements in examination associated with dyspraxia. However, since dyspraxia often impacts upon rate of working and reading, there may be the following concessions available following specialist assessment:

- Extra time for slow rate of working, slow handwriting or reading speed
- The use of a word processor for illegible handwriting
- The use of a scribe or voice-activated software for illegible handwriting, where a laptop is not the normal way of working
- Reading pen for inaccurate reading
- Reader in exceptional circumstances where reading accuracy is severely impacted

For more detailed intervention approaches contact SENDISS



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