

DYSPRAXIA – CLASSROOM GUIDELINES

| Dyspraxic Difficulties | Problems at School | Classroom Strategies |
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| <ul style="list-style-type: none"> • Hand to Eye Coordination | <ul style="list-style-type: none"> • Handwriting difficulties | <ul style="list-style-type: none"> • Practice multi-sensory letter formation e.g. sandpaper letters, sky writing, rice trays • Use pencil grips, writing lines, stencils |
| <ul style="list-style-type: none"> • Hand to Eye Coordination | <ul style="list-style-type: none"> • Difficulties with dressing and fastening clothes • Using tools, utensils and cutlery | <ul style="list-style-type: none"> • Suggest loose-fit easy on/easy off clothing and Velcro fastenings • Break down each task into small sections to be mastered one by one |
| <ul style="list-style-type: none"> • Large Muscle Movements | <ul style="list-style-type: none"> • Difficulty walking in straight line, bumps into people and things • Difficulties running, hopping, jumping, catching/kicking balls | <ul style="list-style-type: none"> • Provide balance or wobble boards, walking on the line and hand to hand throwing using bean bags or water-filled balloons |
| <ul style="list-style-type: none"> • Attention/concentration | <ul style="list-style-type: none"> • Reacts to all stimuli without discrimination • Attention span is poor • Distracted in open-plan environments • Flits between activities • Disturbs others | <ul style="list-style-type: none"> • Allow child to choose activities which meet child's own interests • Avoid disturbing child when on task • Avoid fluorescent lights, fluttering ceiling displays • Keep wall displays to a minimum • Promote a 'no-disturbance' culture showing respect for each child's work space |
| <ul style="list-style-type: none"> • Conceptualisation | <ul style="list-style-type: none"> • Difficulty understanding concepts such as 'in' 'on' 'in front of' | <ul style="list-style-type: none"> • Play farm/zoo/journey games with command cards such as 'cow in front of barn' with correct picture on back of card |
| <ul style="list-style-type: none"> • Personal Organisation | <ul style="list-style-type: none"> • Generally poorly organised | <ul style="list-style-type: none"> • Supply time-tables, daily diaries and instructions for specific activities in sequenced picture cards |
| <ul style="list-style-type: none"> • Communication | <ul style="list-style-type: none"> • Unable to remember and/or follow instructions | <ul style="list-style-type: none"> • Get the attention of the child before giving instructions. • Use simple language with visual prompts. • Provide time to process the information. • Use activities, demonstrations and pictures. |
| <ul style="list-style-type: none"> • Speech. Language and communication | <ul style="list-style-type: none"> • Difficulty in explaining needs or answering a question. • Difficulty in retelling an incident. | <ul style="list-style-type: none"> • Provide visual supports to help recollection of personal experiences. • Use closed questions rather than open ended questions |

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| <ul style="list-style-type: none"> • Social skills | <ul style="list-style-type: none"> • No concept of personal belongings • Difficulty keeping friends, • Difficulty judging how to behave in company | <ul style="list-style-type: none"> • Role play to develop understanding of the concepts of private and public • Have consistent explicit classroom rules • Use social stories to explain the social rules and expected behaviour |
| <ul style="list-style-type: none"> • Creativity/imagination | <ul style="list-style-type: none"> • Artwork and story telling immature • Difficulty with time, sequencing 'before' 'after' 'future' | <ul style="list-style-type: none"> • Use role play and drama to explore different outcomes and scenarios • Timelines can help fix events in child's mind • Teach from 'concrete' to 'abstract' by making concepts relevant to child's own experience |
| <ul style="list-style-type: none"> • Social skills and flexible thinking | <ul style="list-style-type: none"> • Difficulty coping with sudden changes, leading to anxiety | <ul style="list-style-type: none"> • Give advance notice of any changes • Use visual timetables • Give clear rules and consequences |
| <ul style="list-style-type: none"> • Flexible thinking | <ul style="list-style-type: none"> • Difficulty in understanding the feelings of other people and the effect of their own behaviours on other people | <ul style="list-style-type: none"> • Work on understanding emotions • Use strategies such as comic strip conversations and mind reading etc. |
| <ul style="list-style-type: none"> • Flexible thinking | <ul style="list-style-type: none"> • Difficulty in using a learnt skill out of the learnt situation | <ul style="list-style-type: none"> • Teach each skill in all the possible contexts and in different ways |
| <ul style="list-style-type: none"> • Sensory perception and flexible thinking | <ul style="list-style-type: none"> • Resistance to certain activities or situations | <ul style="list-style-type: none"> • Prepare for the change • Introduce to sensation gradually • Provide other options if the student cannot overcome the sensory difficulty • Introduce new sensory experiences using the child's interests, e.g. messy play making aliens to get used to slimy texture |
| <ul style="list-style-type: none"> • Sensory perception and social skills | <ul style="list-style-type: none"> • Finds it difficult to concentrate | <ul style="list-style-type: none"> • Give a distraction free learning environment • Reduce the social demands while learning • Permit time out if child is becoming over-stimulated |
| <ul style="list-style-type: none"> • Social skills, flexible thinking and communication | <ul style="list-style-type: none"> • Difficulty in developing play skills and following game rules | <ul style="list-style-type: none"> • Identify and focus on teaching necessary play skills such as turn-taking, negotiating etc • Introduce a circle of friends or buddy system to help the child in building relationships |