

DYSPRAXIA Friendly Classroom Guidelines

Dyspraxic Difficulties

Problems at School

Classroom Strategies

Teach each skill in all the possible

contexts and in different ways

Flexible Thinking

- Difficulty in using a learnt skill out of the
- learnt situation
- Resistance to certain activities or situations

Sensory Perception

and Flexible Thinking

- Prepare for the change
- Introduce to sensation gradually
- Provide other options if the student cannot overcome the sensory difficulty
- Introduce new sensory making aliens to get used to experiences using the child's slimy texture interests, e.g. messy play

- Sensory Perception and Flexible Thinking
- Finds it difficult to concentrate
- Give a distraction free learning
- Reduce the social demands while learning
- Permit time out if child is becoming over-stimulated

- Social Skills, Flexible Thinking and Communication
- Difficulty in developing game rules play skills and following
- Identify and focus on teaching necessary play skills such as turn-taking, negotiating etc
- Introduce a circle of friends or in building relationships buddy system to help the child



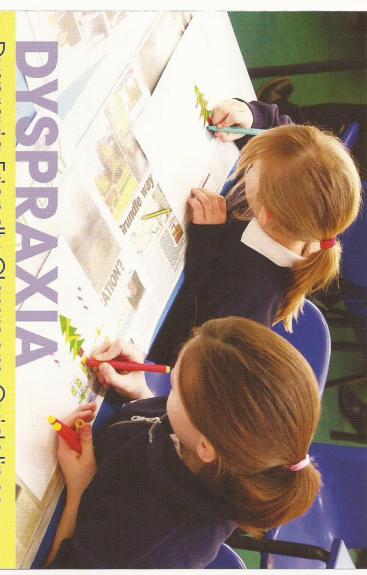
please call **01462 454986** or visit us at For more information, help or advice www.**DyspraxiaFoundation**.org.uk

© Dyspraxia Foundation, 8 West Alley, Hitchin, Herts SG5 1EG A company limited by guarantee. Registered in England No 3256733. Registered charity no 1058352 FOUNDATION recognising developmental co-ordination disorders Email: dyspraxia@dyspraxiafoundation.org.uk Fax: 01462 455 052 Helpline: 01462 454 986



FOUNDATION

recognising developmental co-ordination disorders



Dyspraxia Friendly Classroom Guidelines

and strategies for dyspraxia" "Helping teachers with the symptoms

Email: dyspraxia@dyspraxiafoundation.org.uk

© Dyspraxia Foundation, 8 West Alley, Hitchin, Herts SG5 1EG A company limited by guarantee. Registered in England No 3256733. Registered charity no 1058352



Dyspraxic Difficulties

Hand to Eye Co-ordination

Handwriting

difficulties

Problems at School

Classroom Strategies Practice multi-sensory letter

Use pencil grips, writing letters, sky writing, rice trays lines, stencils

formation e.g. sandpaper

- Hand to Eye Co-ordination
- Difficulties with dressing and fastening clothes
- and cutlery Using tools, utensils
 - Suggest loose-fit easy on/easy off clothing and Velcro tastenings
- Break down each task into small sections to be mastered one

- Large Muscle Movements
- Difficulty walking in straight line, bumps into people and things
- Difficulties running, hopping, jumping,
- Provide balance or wobble boards, walking on the line and hand to hand throwing water-filled balloons using bean bags or

- Attention/Concentration
- discrimination

catching/kicking balls

- Aftention span is poor
- Distracted in open-plan

environments

Flits between activities

Disturbs others

- Reacts to all stimuli without
- Allow child to choose activities which meet child's
- Avoid disturbing child when
- Keep wall displays to a minimum Avoid fluorescent lights, fluffering ceiling displays
- Promote a no-disturbance culture showing respect for each child's work space

- Conceptualisation
- Difficulty understanding concepts such as 'in' on in front of
- Play farm/zoo/journey games with command cards such as correct picture on back of card cow in front of barn' with

- Personal Organisation
- Generally poorly organised
- Supply time-tables, daily diaries and instructions for specific activities in sequenced

Dyspraxic Difficulties

Communication

Problems at School

Classroom Strategies

Unable to remember

and/or follow instructions

Get the attention of the child

- before giving instructions
- Use simple language with visual prompts
- Use activities, demonstrations Provide time to process the information
- and pictures

- Speech/Language and Communication
- Difficulty in explaining a question needs or answering
- Difficulty in retelling an incident
 - Use closed questions rather Provide visual supports to help experiences recollection of personal

than open ended questions

- Social Skills
- No concept of personal
- Difficulty keeping friends
- Difficulty judging how to behave in company
- belongings
- Role play to develop of private and public understanding of the concepts
- Have consistent explicit classroom rules
- Use social stories to explain the behaviour social rules and expected

- Creativity/Imagination
- Artwork and story telling immature
- Difficulty with time. sequencing before 'after' future
 - Use role play and drama to explore different outcomes
- Timelines can help fix events in child's mind
- leach from 'concrete' to own experience concepts relevant to child's 'abstract' by making

- Social Skills and Flexible Thinking
- Difficulty coping with sudden changes, leading to anxiety
 - Give advance notice of any changes
- Give clear rules and Use visual timetables