



DYSPRAXIA Friendly Classroom Guidelines

Dyspraxic Difficulties

Problems at School

Classroom Strategies

- Flexible Thinking

- Difficulty in using a learnt skill out of the learnt situation

- Teach each skill in all the possible contexts and in different ways

- Sensory Perception and Flexible Thinking

- Resistance to certain activities or situations

- 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

- Sensory Perception and Flexible Thinking

- Finds it difficult to concentrate

- Give a distraction free learning environment
- Reduce the social demands while learning
- Permit time out if child is becoming over-stimulated

- Social Skills, Flexible Thinking and Communication

- Difficulty in developing play skills and following game rules

- 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



**DYSPRAXIA
FOUNDATION**

recognising developmental
co-ordination disorders

For more information, help or advice,
please call **01462 454986** or visit us at
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"Helping teachers with the symptoms
and strategies for dyspraxia"

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Dyspraxic Difficulties Problems at School Classroom Strategies

- Hand to Eye Co-ordination difficulties

- Practice multi-sensory letter formation e.g. sandpaper letters, sky writing, rice trays
- Use pencil grips, writing lines, stencils

- Hand to Eye Co-ordination
- Difficulties with dressing and fastening clothes
- Using tools, utensils and cutlery

- Suggest loose-fit easy on/easy fastenings
- Break down each task into small sections to be mastered one by one

- Large Muscle Movements

- Difficulty walking in straight line, bumps into people and things
- Difficulties running, hopping, jumping, catching/kicking balls

- Provide balance or wobble boards, walking on the line and hand to hand throwing using bean bags or water-filled balloons

- Attention/Concentration

- Reacts to all stimuli without discrimination
- Attention span is poor
- Distracted in open-plan environments
- Flits between activities
- Disturbs others

- 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

- Conceptualisation

- Difficulty understanding concepts such as 'in', 'on', 'in front of'

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

- Personal Organisation

- Generally poorly organised

- Supply time-tables, daily diaries and instructions for specific activities in sequenced picture cards

Dyspraxic Difficulties Problems at School Classroom Strategies

- Communication

- Unable to remember and/or follow instructions

- 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

- Speech/Language and Communication

- Difficulty in explaining needs or answering a question
- Difficulty in retelling an incident

- Provide visual supports to help recollection of personal experiences
- Use closed questions rather than open ended questions

- Social Skills

- No concept of personal belongings
- Difficulty keeping friends,
- Difficulty judging how to behave in company

- 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

- Creativity/Imagination

- Artwork and story telling immature
- Difficulty with time, sequencing 'before', 'after', 'future'

- 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

- Social Skills and Flexible Thinking

- Difficulty coping with sudden changes, leading to anxiety

- Give advance notice of any changes
- Use visual timetables
- Give clear rules and consequences

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