How dyspraxia can influence learning

**CHALLENGES**

- Moving and getting into position quickly.
- Coordinating both sides of the body and learning new motor skills.
- Forming letters, dressing and fastening clothing, using tools and utensils.
- Balancing and kicking a ball and avoiding bumping into things.
- Focusing, concentrating, organising thoughts and following and remembering instructions.
- Processing thoughts into language and articulating speech clearly.
- Organising time and materials.
- Performing tasks quickly.
- Taking part in group activities, especially sports.
1. **Present curriculum content in different ways**
   - Use repetition, linking learning to students' experiences.
   - Teach sequencing skills to help students retell events they have been involved in or texts they have listened to.
   - Highlight patterns, critical features, big ideas and relationships using visuals, mind maps, 3-D manipulatives, outlines, flow charts and real objects.
   - Use multi-modal approaches involving several senses.
   - Use turning back or recall to go back to conversations and what was said.
   - Finish lessons with a recap session.
   - Record homework instructions and give a verbal instruction.

2. **Use technology and equipment**
   - Teach students to use graphic organisers and tools such as mind maps.
   - Use a digital timer set to vibrate at particular intervals to remind students to complete a task or transition to another activity.
   - Try a variety of writing tools, types of paper, lined paper and pencil grips.
Stimulate interest and motivation

- Provide options for students to express what they know, letting them choose how to communicate their learning – in writing, verbally, or visually.
- Encourage organisation and focus with checklists and verbal prompts.
- Remind students when to start or complete tasks.
- Provide instruction in short segments and break complex tasks and instructions into smaller chunks.
- Speak slowly and give students time to respond.
- Provide alternative activities to team games.
- Allocate additional time to complete tasks.
- Use coloured stickers to show students where to start reading and where to stop.
- Encourage students to make handy reference aids that feature common subject facts that they can refer to throughout the day.
- Provide students with a checklist with tasks broken into smaller segments. Highlight key parts of the task.
- Before beginning a task, have students explain their understanding of what they are doing.
- Give positive feedback to students who start promptly.
- Check on student progress frequently.
Use charts, visual calendars, colour-coded schedules, visible timers and visual cues to increase the predictability of regular activities, transitions between environments and activities and changes in discussion topics.

Keep classrooms organised and free of clutter.

- Label key areas of the classroom and resources with visual and text labels.
- Reduce classroom noise and distractions.
- Provide regular opportunities for physical movement.
- Give students time to dress for swimming or physical education classes. They may need to start before their peers to be ready on time.
- Suggest that parents use something visual marked on clothing and shoes to indicate front and back and right and left.
- Colour code the corners of books with a corresponding list so that students can easily find the correct book.